DOCUMENT RESUME

ED 435 850 CE 079 445

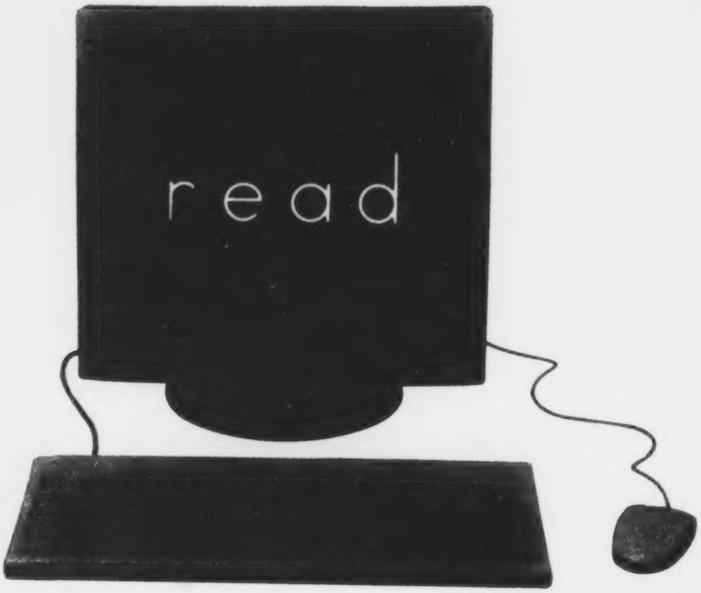
TITLE	Technology Toolkit.
INSTITUTION	Brooklyn Public Library, NY.
SPONS AGENCY	Lila Wallace/Reader's Digest Fund, Pleasantville, NY.
ISBN	ISBN-1-891001-03-5
PUB DATE	1999-00-00
NOTE	129p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Adult Programs; *Computer Literacy; *Information Literacy; Internet; Lesson Plans; *Library Role; Library Services; *Literacy Education; Reading Skills; Teaching Methods; Writing Skills
IDENTIFIERS	*Brooklyn Public Library NY; *User Training

ABSTRACT

This reference resource identifies issues concerning technology use in library literacy programs and describes approaches that work at the Brooklyn (New York) Public Library. Section 1 discusses the learning centers at the library, including its mission, philosophy, curriculum, technology, volunteer tutors, and active learning environment. Section 2 addresses the library's response to technology. Section 3 focuses on how to introduce adults to computers: an environment tour, helping learners feel confident, beginning with mouse practice, introducing the word processor, saving and printing, beginning readers and computers, and project-based learning. Chapter 4 deals with word processors, writing, and reading, and suggestions for facilitating learning on a word processor. Section 5 addresses what spreadsheets and databases are, productivity tools and critical thinking, and suggestions for facilitating the use of productivity tools. Section 6 discusses why information literacy is important and suggestions for facilitating learning with CD-ROMs and the Internet. Sections 4-6 conclude with helps for program administrators. Section 7 focuses on using the Internet, including electronic mail and online chats. Section 8 provides 17 lesson plans that contain software and material needs, lesson goals, step by step directions, example of student work, links to books and other resources, and end-of-lesson review. Section 9 lists organizations, conferences, and book and periodical resources and provides a guide for evaluating software. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 850



technology

The Learning Centers at Brooklyn Public Library

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

A O'Connor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

BEST COPY AVAILABLE

Brooklyn
Public
Library

BEST COPY AVAILABLE

technology

toolkit

The Learning Centers at Brooklyn Public Library

4

Brooklyn
Public
Library

Brooklyn Public Library
Executive Director: Martín Gómez
Deputy Director for Public Service: Sofia Sequenzia
Chief, Office of Neighborhood Services: Barbara Osborne-Harris
Director, Department of Programs and Special Services: Mario González

Literacy Program Manager: Susan K. O'Connor
Education Coordinator: Sheila Ryan
Administrative Assistant : Jean Olsen

Literacy Program
Brooklyn Public Library
431 Sixth Avenue
Brooklyn, New York, 11215
(718) 832-3560

www.brooklynpubliclibrary.org

Copyright © 1999
Brooklyn Public Library
All rights reserved

ISBN 1-891001-03-5

Technology Toolkit was made possible by a grant from the Lila Wallace-Reader's Digest Fund as part of the Literacy in Libraries Across America initiative.

The Learning Centers and the Literacy Program are funded by the New York City Adult Literacy Initiative, and grants from the Lila Wallace-Reader's Digest Fund; The New York State Education Department; and Federal Library Services and Technology Act funds awarded to The New York State Library by the Federal Institute of Museum and Library Services. Additional funding is provided by the Starbucks Foundation.

Layout and Design by Cathy Cahill Towle
Printing by Rasco Graphics

Excerpts from *Technology Toolkit* may be photocopied for use in educational settings. Requests to reprint for publication must be submitted to Brooklyn Public Library.

acknowledgments

This curriculum guide has been made possible by a generous grant from the Lila Wallace-Reader's Digest Fund. The Literacy Program appreciates the Fund's recognition of public libraries' contribution to adult literacy.

The Learning Centers exist as part of a powerful citywide initiative funded by the City of New York and in particular the Mayor's Office of Adult Literacy. Richard Fish, the Director of the Mayor's Office of Adult Literacy, supports and encourages library literacy efforts.

This guide would not have been possible without the many hours, care and attention of Sheila Ryan, the current Education Coordinator and Debbie Guerra, former Education Coordinator and current tutor trainer consultant. Debbie's energy, creativity and educational expertise fueled the technology initiative at BPL and both professionals are carrying it into the future.

Finally, we acknowledge the following staff who have worked for the BPL over the three years of this initiative and have contributed immeasurable thought, consideration, and energy to our goals and philosophy:

Sheila Adam, Mary Ahl-Allgier, Michael Blomquist, Cassandra Davidson Bryant, Joanne Cambridge, Georgia Cameron, Maxine Cooper, Melyssa Davis, Tomeeka Elder, Mariann Fedele, Laura Forde, Patricia Gould, Erna Golden, Debbie Guerra, Joyce Hawkins, Edith Lewis, Darlene McCloud,

Michael McDuffie, Adler Milord, Marc Milord, Shavonne O'Garro, Jean Olsen, Gladys Ortiz, Winsome Pryce-Cortes, Kellinda Reed, Daniel Richardson, Selvon Smith, Kathy Threats-Grant, Jimmy Wan, Ramona Welsh-Bilicki, Seneca Williams, Cassell Wisemen, Ann Wrafter, Migdalia Zabala, Bridgette Johnson.

Susan K. O'Connor
Literacy Program Manager
September, 1999

table of contents

acknowledgments iii

how to use the toolkit 1

section one

About the Learning Centers at Brooklyn Public Library 3

The mission, philosophy, learning environment, technology and curriculum model.

section two

Lessons In Technology 7

Critical decisions that shaped the technology program.

section three

Introducing Adults to Computers 9

Creating the right environment.

section four

Word Processors and the Writing Process 13

Software, lessons and activities using word processors.

section five

Productivity Tools and Critical Thinking 23

Lessons and activities using spreadsheets and databases as thinking tools.

section six

CD-ROMs, the Internet and Information Literacy 35

Activities that develop information literacy
using CD-ROMs and the Internet.

section seven

Using the Internet to Communicate 47

Using electronic mail and on-line chats.

section eight

Individual Lesson Plans 51

A user's guide and seventeen lessons.

resources 111

how to use the toolkit

The *Technology Toolkit* is a reference resource. Each section identifies issues concerning technology use in library literacy programs, while providing approaches that work at the Brooklyn Public Library.

Section dividers provide a content overview.

If you are a program administrator just beginning to integrate technology, "Lessons in Technology" will be helpful. If you are a tutor, you may want to proceed immediately to the "Individual Lesson Plans" section.

For more information about the Brooklyn Public Library, read the introductory "About the Learning Centers at Brooklyn Public Library," or visit our Web site at **http://www.brooklynpubliclibrary.org**.

section

1

About the Learning Centers at Brooklyn Public Library

- mission
- philosophy
- curriculum
- technology
- volunteer tutors
- active learning environment

> “It informs,
> it educates,
> it prepares you
> for success
> in this world
> of technology,
> and these
> are benefits.”

BEST COPY AVAILABLE

BEST COPY AVAILABLE

section one

About The Learning Centers At Brooklyn Public Library

The Learning Centers at Brooklyn Public Library is a library literacy program serving over 750 adult beginning readers and writers at five library sites in Brooklyn, New York. Free instruction is offered by more than 100 trained volunteers working under the guidance and supervision of full-time professional staff. Each center is equipped with up-to-date book and materials collections, as well as state-of-the-art technology, to meet the needs of adults who are striving to improve basic skills.

Mission

The program creates a learning environment where adults develop a foundation of basic skills needed to maneuver through a print oriented, technology rich society, and achieve their personal, family and work goals. These basic skills include reading, writing, information literacy, problem solving, and technology.

Philosophy

The Learning Centers program supports basic skill development in a project based learning environment. Project based learning organizes instruction around purposeful activities that explore ideas, issues or questions. Projects create opportunities for learners to use and improve their reading, writing, information and technology skills in real and meaningful contexts.

Curriculum

In a project based environment, no scope and sequence curriculum is used. Instead, learners define problems and information gaps while using a range of electronic and print resources to find answers to their questions. They learn how to organize, elaborate on, and represent their knowledge.

Writing is developed using the process writing approach. Learners learn to write by constructing and revising texts.

Reading is developed using the Language Experience Approach and the Reciprocal Approach to Teaching Reading. The reciprocal teaching model, developed by Palincsar and Brown (1984),[1] develops the reader's skill in monitoring and improving their understanding of a text read silently. Reading and writing are linked naturally through projects.

Technology

Technology is an important part of the process. Information tools help learners browse and search for information; productivity tools help organize and evaluate information; word processors and desktop publishing tools help expand and communicate ideas to others. Macintosh computers and equipment support an open learning environment.

Volunteer Tutors

Volunteer tutors are essential to our program. After participating in a 21-hour training, they provide direct instruction to small groups of learners.

---

[1] Palincsar, A. M., and Brown, A.L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 117-175.

Active Learning Environment

Each center is a vital community set up to support collaboration. Learners are grouped around tables. Computers stand in the open, side by side. Although confidentiality is important, it does not mean that adults need to work in isolation. The environment is relaxed, informal and comfortable.

section

2 Lessons in Technology

> "Glitches occur... sometimes paper jams, or you swear you saved something and it's not there! Take problems a step at a time. Use them to model problem solving."

BEST COPY AVAILABLE

section two

Lessons in Technology

In 1990, our learners were using drill and practice software loaded onto Apple IIe computers. By 1992, they were working with productivity tools on Macintosh LC2s and publishing their own work. What motivated this change?

In 1990, computers entered our office environment. As staff used productivity software for the first time, we realized that the rote learning format of the drill and practice software didn't capture the real potential of computers as processors, sorters and organizers of information. We knew we had to reevaluate how we were using technology with learners.

This led to a decision to purchase Macintosh computers loaded with productivity software. In 1992, we threw away all drill and practice software, sending a message through the organization that we were committed to change. Without the familiar software to fall back on, the program had to immediately start developing new approaches to using productivity tools with adult beginning readers.

As staff members continued to upgrade their computer skills, we converted our offices into comfortable learning environments. We found that learning was easiest when everyone freely asked questions, worked together and shared information. We realized teaching each other was another way of reinforcing what we learned, and that our learning emerged naturally from the context of our real work. Our offices served as models for what we created in our learning centers.

As this evolution took place, we realized we also had to reexamine our beliefs about adult learners. At the beginning, we weren't sure if literacy students could become fully computer literate. In fact, we weren't sure if *we* could become fully computer literate. We were fearful that students would be unable to use the equipment. We wondered how they would deal with the amount of reading needed to access the menus when using application tools.

These concerns led us to new approaches that helped create bridges between the familiar and the new. Adult learners led the way in showing us that they could use these tools. We needed to change some of our assumptions about learners. In doing that, we created the space for new possibilities. Beginning readers are able to master computers and use them in empowering ways.

As learners explore the uncharted waters of technology, we continue to learn along with them. An exciting environment has been created for adults to gain the real skills needed to function in the world.

section

3

Introducing Adults to Computers

- environment tour
- helping learners feel confident
- beginning with mouse practice
- introducing the word processor
- saving and printing
- beginning readers and computers

project based learning

- beginning projects
- technology and projects

> “I was afraid
> to use the
> computer, but
> I'm glad I did.
> Now I have a
> friend in
> California.”

BEST COPY AVAILABLE

section three

Introducing Adults to Computers

Environment Tour

Give learners a tour of the computer room, explaining procedures. Tell them what other learners are doing and show them the products on the bulletin board.

Talk about the hardware, identifying the monitor, hard drive, keyboard and mouse for the student. Also, point out other equipment such as the printer or scanner. Be brief. Remember that you don't have to know how computers work to use one. Supply learners with their own floppy disk. Label it.

Helping Learners Feel Confident

Introduce new users to computer aides and encourage them to ask questions. They need to know that you will be attentive to their needs, even though you may not be sitting beside them at the computer.

Beginning with Mouse Practice

Start learners with mouse practice. Using the mouse to point, click, hold, drag and release is an essential skill. A game such as *Solitaire* can begin to accomplish this. The Brooklyn Public Library also uses a program called *Mouse Practice.*

From the start, use the correct terminology—place, click and hold, drag and release. Then if at a later point a learner has trouble with, for example, highlighting to select a text, you can easily empower them by talking them through the basics that they've learned—place, click and hold, drag, release.

Introducing the Word Processor

The word processor is a good tool to begin with. As learners use a word processor, they will learn about the keyboard and standard menu options, as well as the tool and format bars at the top of the screen. This knowledge is transferable.

Make the first lesson as easy as possible. Ask learners to type something familiar. Writing their name and address, and/or a sentence about their goals can be a good starting point.

Then show learners how to highlight their text to enlarge the font, change the font style, or even color. By showing learners stylistic changes at the beginning, you are introducing them to interactive uses of technology. As learners ask themselves questions such as "What do I want my text to look like?" they are engaging in critical thought.

Saving and Printing

Teach the motto "save and save often." As soon as learners type their names, show them how to save and talk them through the steps of saving to their disk. Don't wait until the end of the lesson. If you do, the learner will get into the habit of postponing saving text until the end. This is how work gets lost.

It's important to print out a hard copy at the end of the session so that the learner can take their first product home. They have created something for which they can feel pride.

Beginning Readers and Computers

All learners, including non readers, can use computers. Using technology with success and not being intimidated by it is so important in our high-tech culture that all adults should be given the opportunity to begin working with it immediately.

Project Based Learning

Beginning Projects

A new project can get launched at any time. For example:

- While reading about a current event, a learning group decided to explore the issue further.
- A tutor brought in photographs of food. After learners wrote about their favorite meals, they decided to write a cookbook.
- Students at a learning center voted to create a collection of writing about their goals.

Technology and Projects

Technology greatly enhances projects. Pictures and maps copied from a CD-ROM or the Internet, scanned-in photographs, publishing software such as *PrintShop Deluxe* and *Print Artist*, and the variety of format tools on a word processor lend depth and meaning to projects.

Carr, M. (1994). Six Tips to Empower New Computer Users. TechTalk, 1 (2), 3-5

section

4

Word Processors and the Writing Process

- word processors and writing
- word processors and reading

facilitating learning on a word processor

- when to begin
- before you get started
- facilitating learning
- activities and lessons for tutors
- are typing skills necessary?
- using spell check
- student publishing

for program administrators

- choosing the right word processor
- staff support

> "Nothing can compare to the excitement on their faces when they see a printed copy of their work in front of them."

BEST COPY AVAILABLE

section four

Word Processors and the Writing Process

Writing can be difficult no matter your level. Although word processors don't take all the anxiety out of beginning a new piece, they do offer features that can turn writing into an engaging experience, thus drawing new writers back to do more.

Word Processors and Writing

A piece of writing usually develops through a process that requires moving back and forth among: **brainstorming, drafting, revising, editing,** and **publishing.** All writers construct texts by putting words down on paper or electronic screens, rereading them and deleting some words while adding and moving around others, until the words say just what we want them to say.

The word processor eases each part of the process. Function keys like the **backspace**, **enter**, and **delete** keys, as well as features on the Edit menu such as **cut** and **paste**, **find** and **replace,** and **select all** make erasing, moving and replacing text—absolutely essential during drafting and revision—easy to do. And, at the end of the process, learners end up with a neat, clean page!

Word Processors and Reading

As learners change font sizes and styles, break information apart with numbers and bullets, or add pictures and graphics, they are learning about essential print conventions that will help them become better readers and information users. They will learn how enlarged font sizes can convey important information and main ideas; that pictures and graphics provide clues to text meaning; that a bulleted list organizes information. Tutors will help learners make these connections by pointing out print conventions in the variety of

BEST COPY AVAILABLE

texts (books, newspapers, brochures, forms) they read with learners, and by encouraging experimentation.

Facilitating Learning on a Word Processor

When to Begin

All learners can use word processors right away. A good first experience is to start a brief language experience about the learner's goals. Then ask the learner to add another sentence. Make sure you print the result. That finished product will encourage new readers to return. These products build learners' confidence and self-esteem.

Before You Get Started

As you start the word processing program, explain the steps. When the blank screen is ready for writing, explain the necessary function keys . The space bar, backspace and enter keys are sufficient. If the writer uses capital letters, demonstrate the shift key. Ask if he would like the font size enlarged. Give a learner the time to write several sentences.

Facilitating Learning

Encourage learners to compose directly on the screen. If they bring a handwritten text, try to move the experience beyond being just a *copy over* activity. Word processors are much more than typewriters! Your task as a tutor is to help learners discover the power of the word processor as a tool that will help them think, as well as draft, modify and enhance text.

For example, adding a title will require rereading and thinking about the main theme of the piece, along with learning how to use the font and alignment features to highlight and center a title. The product will show how titles can enhance meaning.

BEST COPY AVAILABLE

Make writing interactive so that learners are involved in a constructive process that includes learning how to use computer functions to add depth and clarity to writing.

We follow no set sequence for teaching keyboard functions or tools however, it is important to keep the following in mind:

1. **Introduce** new computer functions one at a time.

2. **Contextualize** the learning of new functions into real writing.

For example, if the new writer is listing children's names and ages, this might be a good time to show her how to use bullets. When she is ready to print a piece, help her select and use the alignment feature to center the title at the top of the page.

3. **Use technology language.** Adult learners should know they are using word processors. They aren't just typing. Call scroll bars and the various toolbar functions by their names.

4. **Be flexible.** If the learner is really struggling with a new function, perhaps she isn't ready.

Activities and Lessons for Tutors

The following chart offers lessons and activities that will help adult learners continue to develop their knowledge of word processors as they improve their writing. It is arranged by computer skill level, *not* by reading level.

Although there is no hard-and-fast order for teaching word processing skills, some are more basic or essential and should be mastered first. For example, learners must be comfortable with using a mouse before they can start cutting and pasting text. However, if a beginning user starts with a resume, you'll want to show her how to use numbers and bullets right away.

All lesson plans (italicized titles) under the Activities column are included in the "Lesson Plan" section of the *Toolkit*. Each lesson is coded to indicate the recommended computer skill level.

word processing

Computer Skill Level	Skills Mastered	Activities
Novice	• Operating a mouse • Locating letters • Entering text • Using the space bar, shift, backspace and enter keys • Saving • Exiting file	• Exploring *Mouse Practice* • Playing *Solitaire* • Writing a short text • Completing a language experience (if beginning reader) • *My Favorite Person* • *Pictures Start Stories*
Beginner	• Opening program • Finding and Opening a file • Moving text on screen using mouse or arrow keys • Modifying font type, style, size • Copying graphics into text • Printing	• Playing *Solitaire* • Revising any text • Changing the font style, size or type of the text. • *Shoot For The Stars* • *The First Time!* • *Famous People* • Selecting text
Middle	• Modifying text spacing • Modifying text alignment • Copying pictures and text • Using the Undo feature • Using a spell check • Writing, revising and printing narratives	• *Create a Great Title* • *My Mind Take Me Back Home* • *Family Portraits*

Computer Skill Level	Skills Mastered	Activities
Advanced	• Selecting tabs • Using Find and Replace feature • Putting in headers and footers • Paginating • Using numbers and bullets • Arranging text in columns • Setting margins • Inserting a table	• Creating a resume (not for beginning readers) • Creating a one-page newsletter about family, life, neighborhood or any theme • Writing a letter • *My Mind Take Me Back Home* • *Tales from the Hood* • *Family Portraits*

Are Typing Skills Necessary?

Students *don't* need to know touch-typing in order to use word processors. In the beginning they may hunt and peck; they will gain speed as they gain experience.

When learners express the desire to learn more about touch-typing, introduce the appropriate software .

Using Spell Check

The spell check is a tool used to polish a text. Using it requires examining words and choosing the right one. As learners use spell check, they are developing a proofreading skill. Using it does not eliminate the importance of developing spelling strategies. Novice and beginning level readers usually experience trouble using this tool and shouldn't be introduced to it at the start.

Student Publishing

When learners finish revising a draft and print it for the last time, they are publishing it. At the next level, publishing involves adding graphics and a title. When learners create collections of writing, they will use creativity tools such as *Print Shop Deluxe* or *Print Artist* to finish the product with a cover or table of contents.

Publishing is important. It is one way students develop their identities as writers. It builds self-esteem and motivation. There is nothing more exciting than seeing a finished work exit the printer's ramp. Although adult learners won't publish everything they write, it's important to take a selection of pieces through to the end.

You'll find that planning to publish will affect many decisions they make along the way. They will select fonts, consider spacing and alignments, hunt for just the right picture, as they compose their text.

By participating in this exciting process students become insiders, experience themselves as writers, and learn many things about print conventions that will help them become better readers.

for program administrators

Choosing the Right Word Processor

Software is crucial to creating a learning environment that empowers learners. Keep the following questions in mind as you select software.

Who are my students?

- Do they have special learning needs? For example, there is some word processing software available that uses synthesized speech.
- Are they beginning readers? You may want to use software, such as *Microsoft Works,* with a less complicated interface that presents fewer options for learners to read through.

What are the instructional goals?

- Will there be a lot of publishing? Choose software that makes it easy for students to put text and graphics together on the page.
- Are you running a job preparation program? Use office environment software that will give them an edge while they develop their writing skills.

If you select word processing software designed for educational purposes, be sure to check the following:

1. The software needs to emulate an adult word processing environment. Clicking on a door that slams in order to exit a program isn't going to teach adults how to find Exit under the File menu.

2. Use the templates. Templates can help learners design a variety of writing forms, from resumes to business letters.

3. The software supports real writing activities.

Staff Support

Staff needs the active support of program administrators in upgrading their comfort level with word processors. They also need sufficient time and access to new tools. They need a no-risk environment where they can ask questions, share information and learn alongside each other. Finally, they need time at staff meetings to discuss their concerns as well as their successes.

section

5 Productivity Tools and Critical Thinking

- what are spreadsheets and databases?
- productivity tools and critical thinking

facilitating the use of productivity tools

- when to start using them
- before you get started
- first spreadsheet lesson
- an example of a student spreadsheet and pie chart
- first database lesson
- database project

for program administrators

- choosing the right productivity software
- staff development

> "Students said they wanted to use the database next for phone numbers and addresses of their families and friends."

BEST COPY AVAILABLE

section five

Productivity Tools Create an Environment for Critical Thinking

Spreadsheets and databases are productivity tools used to keep track of information. The nature of the tools helps adults find, organize and evaluate information that can be effectively used to address a problem or explore an issue. The technology enables the development of critical thinking skills naturally and directly.

What Are Spreadsheets and Databases?

A **spreadsheet** is a grid of numbers that works like both an electronic ledger and a calculator. It keeps track of numerical information while making it easy for users to calculate numbers.

A **database** consists of information arranged in columns called *fields*. It is an electronic filing system with the ability to sort, reorganize and search for information.

Productivity Tools and Critical Thinking

When learners use spreadsheets, they are gathering numbers, organizing them into columns and rows that can be acted on by math functions and converted into pie charts. This process leads students through brand new ways of thinking about the world, communicating to each other and developing their ideas.

In using databases to answer a question, learners will be drawn into a process of gathering, sorting and thinking about information in new ways.

Using these tools will also assist learners in:

1. **Developing reading and information skills.** Knowing how to read information across rows and down columns will provide learners with new, valuable reading and information skills. These skills will help them read timetables, product nutritional labels, calorie counter pocket books, TV programming guides, sports statistics, cooking instructions on packaged food, automobile ads—the list goes on.

2. **Gaining job experience for many entry-level positions.** Entry-level positions in office environments require the ability to enter and maintain data in spreadsheets and databases.

3. **Developing the ability to interpret bar and pie charts.** As learners convert numbers on their spreadsheets into pie charts, they will learn to use these information tools while creating new objects to lend depth to their writing.

4. **Developing an understanding of math concepts.** Spreadsheets not only perform basic math functions, but also get students talking about place value, formulas and quantifying information.

Facilitating the Use of Productivity Tools

When to Start Using Them

After learners have developed mouse skills, they are ready to begin exploring productivity tools.

Before You Get Started

Ask learners to bring print materials from home that list information in columns and rows. Food and nutrition labels, calorie counters, baseball scores, train and bus schedules, and telephone books are all examples. Then you can talk about reading down columns and across rows, and the way information is sorted alphabetically and numerically.

First Spreadsheet Lesson

The tutor should sit with learners and slowly build the first spreadsheet, explaining each step to them. A first spreadsheet lesson should demonstrate some basic features, while helping learners get comfortable.

A first lesson should show learners how to—

1. Navigate the workbook window
2. Enter data
3. Calculate a new number using AutoSum Σ
4. Calculate a number using a formula, and copy a formula quickly down a column using the Fill feature
5. Format values (such as adjusting the appearance of numbers into dollars)
6. Format functions (such as alignment and font) to improve the look

Here's how a spreadsheet would develop as tutor and learners build it together. The lesson involves creating a spreadsheet of information about the number of children students have and the amount of money they spend on their allowance. The step-by-step instructions for this lesson are in the "Individual Lesson Plans" section of the *Toolkit*.

1. The tutor opens to a basic workbook screen, explains how to navigate with a mouse, and enters the column names.

	A	B	C	D
1	Names	Children	Allow./Child	Total
2				
3				
4				
5				
6				
7				

2. Each student types in his/her name, number of children and allowance per child.

	A	B	C	D
1	Names	Children	Allow./Child	Total
2	Awilda	2	6	
3	Manny	3	5	
4	Tahaiha	2	8	
5	Ivan	1	10	
6	Christine	4	6	
7				

3. The tutor demonstrates how to add the columns quickly by selecting columns and clicking on the AutoSum icon.

	A	B	C	D
1	Names	Children	Allow./Child	Total
2	Awilda	2	6	
3	Manny	3	5	
4	Tahaiha	2	8	
5	Ivan	1	10	
6	Christine	4	6	
7		12	35	

BEST COPY AVAILABLE

4. The tutor calculated the Total column by typing the formula—=B2*C2—in cell D2 and, using the Fill Down feature, repeated the formula down the column.

	A	B	C	D
1	Names	Children	Allow./Child	Total
2	Awilda	2	6	12
3	Manny	3	5	15
4	Tahaiha	2	8	16
5	Ivan	1	10	10
6	Christine	4	6	24
7		12	35	

5. The tutor then showed how easy it was to format values, or change numbers to dollar amounts, by using Format on the menu.

	A	B	C	D
1	Names	Children	Allow./Child	Total
2	Awilda	2	$6.00	$12.00
3	Manny	3	$5.00	$15.00
4	Tahaiha	2	$8.00	$16.00
5	Ivan	1	$10.00	$10.00
6	Christine	4	$6.00	$24.00
7		12	**$35.00**	

6. Finally, the tutor showed how to improve the look by using format features such as bold or center alignment.

	A	B	C	D
1	**Names**	**Children**	**Allow./Child**	**Total**
2	Awilda	2	$6.00	$12.00
3	Manny	3	$5.00	$15.00
4	Tahaiha	2	$8.00	$16.00
5	Ivan	1	$10.00	$10.00
6	Christine	4	$6.00	$24.00
7		12	**$35.00**	**$77.00**

BEST COPY AVAILABLE

Spreadsheet Project: Conducting A Survey

A group of learners decided to find out about the other learners at their learning center. For example, they wanted to know where people came from and how long they had been in the United States.

> **Note.** *The most obvious spreadsheet project would be a budget. However, many adults are uncomfortable with revealing information about their income and expenses. Also, spreadsheet projects work best when learners work on them together, building and discussing the project as they work.*

Step 1. Learners brainstormed questions and agreed on a process for collecting the data. They went in pairs to other learning groups and asked: "What year did your family come to New York City?"

Step 2. After data collection, they discussed the process and the results. Then learners designed the spreadsheet. They learned how to convert stories into quantifiable data.

For example: By asking "What year did your family come to New York City?" learners gathered a variety of dates and information. They evaluated the dates and created the following categories:

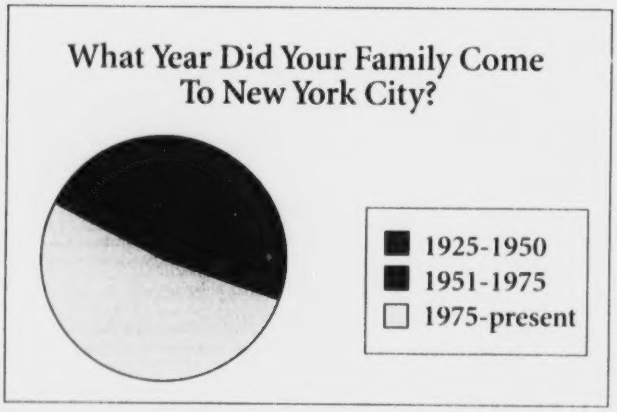
a. 1925 – 1950
b. 1951 – 1975
c. 1975 – present

Step 3. They counted the numbers for each category and put the information on the following spreadsheet, using AutoSum:

	A	B
1	**When did you come to the United States?**	
2	1925-1950	4
3	1951-1975	7
4	1975-present	12
5		23

BEST COPY AVAILABLE

Step 4. Learners clicked on the chart icon and created the following pie chart. Later they moved the chart onto the spreadsheet, learning about sizing and moving an object on a page.



Step 5. Learners analyzed the data and reported on it using a word processor.

Puerto Rican Survey

Today, we are talking about a survey of people who came from Puerto Rico into New York City for a better life. Others came looking for a job. Others came because they wanted to be with their families. They left their country, like my mother. She came to NYC looking for a better life for her and her children. She wanted opportunities for her children in life. My mom, she started to work. I went to school. My sister and brothers went to work in a factory. So from then on, our life got better in my house. *Norma V.*

Step 6. Learners developed this lesson into a project, collecting more data and assembling the spreadsheets, charts and stories into a published book. They used *Print Shop* by Broderbund to create a cover and dividers.

BEST COPY AVAILABLE

First Database Lesson

A first lesson should demonstrate some basic features of the database and help learners get comfortable working on it.

A first lesson should show learners how to:

1. Open a database
2. Enter fields
3. Add their own records
4. Sort the records alphabetically

The following is a database of names and addresses that a tutor and group of learners can build together. The step-by-step instructions for creating this database are in the "Individual Lesson Plans" section of the *Toolkit.*

1. The tutor can begin with a discussion of the essential parts of an address—name, street, city, zip code—and descriptive words for those parts, in order to set up the fields. Then the tutor opens the database and enters the fields.

First Name	Last Name	Street Address	City and State	Zip Code

2. Students type their names and addresses into the individual records.

First Name	Last Name	Street Address	City and State	Zip Code
George	Tyson	50 Jones Street	Brooklyn, New York	12345
Mary	Baker	44 Circle Street	Brooklyn, New York	12345
Carlos	Sanchez	100 D Street	Brooklyn, New York	12345
Diane	Harris	532 Main Street	Brooklyn, New York	12345

BEST COPY AVAILABLE

3. Finally, the tutor demonstrates how to select a field and sort the records from A to Z.

First Name	Last Name	Street Address	City and State	Zip Code
Mary	Baker	44 Circle Street	Brooklyn, New York	12345
Diane	Harris	532 Main Street	Brooklyn, New York	12345
Carlos	Sanchez	100 D Street	Brooklyn, New York	12345
George	Tyson	50 Jones Street	Brooklyn, New York	12345

Database Project

When a group of beginning level readers worked on this database project, the tutor facilitating commented, "The word processing skills they had already accrued, plus their understanding of what the database was for, completely prepared them to work with the program."

Step 1. Learners talked about the process of interviewing people and recording information. They brainstormed the following questions:

- Where are you from?
- What kind of job do you do?
- How long have you been in the Literacy Program?
- What is your sex?

Step 2. Learners interviewed the students.

Step 3. Learners used their questions to design the fields.

Step 4. Learners worked as a team, reading data out loud while one person input the information. Here the tutor commented, "The one thing learners needed to get comfortable with was that the infor-

BEST COPY AVAILABLE

mation stayed at the top of the screen during input until the user dropped it into the record by clicking on a check mark ✔."

Step 5. The learners sorted the "country of origin" field alphabetically.

Step 6. Learners printed out the database and discussed their results.

Country Origin	Months in Program	Occupation	Sex
Africa	8 months	Housekeeping	Female
Canada	3 months	Teacher	Female
England	9 months	Manager	Female
Gambia, West Africa	1 year	Factory	Male
Germany	3 months	Teaching	Female
Grenada	2 months	Painter	Male
Guyana	3 months	Maintenance	Female
Haiti	2 months	Housekeeping	Female
Haiti	1 year	Not working	Female

for program administrators

When choosing productivity software, remember to keep two questions in mind:

- Who are my students?
- What are the instructional goals?

Productivity Software

Some productivity tools are more sophisticated than others.

Microsoft Works by Microsoft Corp. is a simple-to-use, integrated software package that offers, along with a word processor, a spreadsheet and database program. This tool has all the features of popular office software without being over-loaded with wizards and extra features that can be confusing. *Microsoft Works* is a great tool to begin with.

Excel by Microsoft Corp. is the state of the art in spreadsheets. This is a high-powered tool used in offices. The wizards are somewhat print intensive and might not be suitable for all users. The numerous options for making charts can be overwhelming. The tutor should try it out first.

Access by Microsoft Corp. is designed for high volumes of information and is not easy to use. For tutors who are just starting to learn about databases, it can be intimidating. However, tutors who are familiar with it can steer learners through all the wizards and text boxes.

The Cruncher by Davidson and Associates is an educational program designed to teach spreadsheets. The tutorials offer step-by-step creative ways of teaching the concepts behind spreadsheets. Along with a simple-to-use, full-featured spreadsheet, it offers projects and templates for students to build their first spreadsheets and a feature to create graphs.

How Can Staff Learn More About These Tools?

The best way to learn about them is to use them. If staff want more formalized training, the tutorials offered by the software can be very helpful. Following up tutorials with real work will help people practice what they learn.

section

6

CD-ROMs, the Internet and Information Literacy

- why is information literacy important?

facilitating learning with CD-ROMs

- what CD-ROMs offer beginning readers
- introducing CD-ROMs to learners
- a first CD-ROM lesson
- sample CD-ROM activities

facilitating learning with the Internet

- introducing learners to the Internet
- the basics
- activities for learners
- finding suitable web sites

for program administrators

- CD-ROM categories
- what CD-ROMs offer literacy programs
- selecting CD-ROMs
- previewing CD-ROMs
- collection development
- why use games?

“Tour an art gallery, visit Congress or take a ride on the space shuttle on a CD-ROM to develop a project idea.”

BEST COPY AVAILABLE

section six

CD-ROMs, the Internet and Information Literacy

Information literacy encompasses a wide spectrum of skills, including: identifying information needs and available resources; finding, organizing, evaluating and analyzing information; and using information effectively to address a problem or issue, or make a good decision.

Why Is Information Literacy Important?

Information affects major decisions for learners: choosing a school for a child, the best health coverage plan, a leader to represent them in Congress, or a safe automobile. It also impacts minor ones: choosing a vitamin pill, finding a TV program kids can watch or the cheapest airfare for a family vacation.

Access to information and using it effectively has a huge impact on the quality of life for an adult and the people dependent on him or her. It is essential to give learners opportunities to develop their skills.

Facilitating Learning with CD-ROMs

CD-ROM software comes in many forms: encyclopedias and reference resources, tours and simulations, and games and adventures.

What CD-ROMs Offer Beginning Readers

CD-ROM software offers new readers access to information using movies, sound, animation, and virtual environments. It makes ideas, concepts and information available and easy to locate.

Current software offers users compelling new levels of interactivity through tours, simulations and virtual environments that expand the users' experiences. Adult learners experience handling information, conducting research and maneuvering around creative environments that stimulate thought and new ideas, while developing confidence and self-esteem.

Introducing CD-ROMs to Learners

A demonstration lesson is a good place to start.

- **Step 1. Begin with the desktop menu.** Discuss the icons and ask learners what they think the icons represent. (For example, a book is usually a dictionary.) This actively involves everyone. Make sure learners understand how to move around (using arrows), and how to exit the program.

- **Step 2. Explain the software interface.** In other words, does it organize information like an encyclopedia? Is it set up like a game? Does it give a virtual tour? Or does it simulate an experience?

- **Step 3. Take the tour.** When the software offers an introductory tour, be sure to take it.

- **Step 4. Examine the media.** If the software offers a media index, preview it with learners. A media index is a separate compilation of photographs, sounds, movies, animations, maps, charts and more. Examine an animation, movie or sound and then talk about what the software offers that you'd never find in a traditional book.

- **Step 5. Use the text box to search for something.** Wherever information is compiled alphabetically, explain how to use the text box to initiate a simple search. Text boxes are everywhere in CD-ROMs and on the Internet, and knowing how to use them is an important, basic information skill. For example, in a CD encyclopedia find the text box and type in Martin Luther King.

Always give learners hands-on time to use the software on their own.

A First CD-ROM Lesson

Although individual learners certainly can use the software independently, a group of two or three people is a better arrangement because learners can exchange information and solve problems together.

- **Step 1.** Select a CD encyclopedia and start the program.

- **Step 2.** Ask learners to find a media item such as a photo of a famous person, a speech, or a movie clip. If the software is a tour, ask them to go to a place or room, often by clicking on a map, and to observe what they find at that location.

- **Step 3.** Ask learners to write about the experience using a word processor. They can copy a picture or map from the CD-ROM into a short piece they are writing!

- **Step 4.** Provide time for learners to discuss the experience.

What Are Some Sample CD-ROM Lesson Activities?

Offer learners a variety of activities where they can gather, sort and use information for fun and learning. The following chart is organized by computer skill level, not by reading level.

The activities under **Novice** and **Beginner** were designed to show new users the potential and possibilities of this software. The activities under **Middle** and **Advanced** show some of the ways the software can be used as an information tool.

activities using CD-ROMs

Computer Skill Level	Skills Mastered	Activities

Novice	• Loading software
	• Opening program
	• Using menu icons, such as arrows, exit icons and Help button to navigate software
	• Locating and taking tours
		• If offered, take an introductory tour.
		• With tutor, find and
		  • Listen to a speech of a famous person, or
		  • Listen to music.
		• Compose a language experience about what students learned.

Beginner	• Using a menu • Finding and using a keyword text box • Using scroll bars, standard play/pause and rewind/fast, forward buttons for movies, animations and sounds • Zooming in on objects	• Write a short piece on the word processor about a famous person. • Find media on an event in history, listen, and write about it. • Copy and paste a map from an encyclopedia into a word processing document. • Find and compare two types of music by listening to them.
Middle	• Browsing alphabetized lists • Locating information • Recognizing/using media icons	• Compare two countries by finding fact tables and copying them into a word processing document.

Computer Skill Level	Skills Mastered	Activities
Middle	• Copying a text or picture into a document • Exploring interactive environments • Using interactive maps	• *My Mind Take Me Back Home* (See lesson plans.) • Write about an interactive environment. • Take a tour and write about it.
Advanced	• Using pedagogic interfaces such as outline tools to organize a research paper • Moving from link to link without getting lost. • Using time lines and archives	• Write a report on a subject of interest that includes a picture, map or fact box. • Find a historical event that happened the year you were born using a time line. • Find a primary source (letter or interview) and write about it.

Facilitating Learning with the Internet

Introducing Learners to the Internet

The Internet has grown into an essential information tool used in business, government and homes. Adult learners need to be introduced to this powerful resource.

Start with a demonstration. Remember not to overwhelm learners by trying to teach everything. Begin with just a few basics.

Step 1. Show learners the address box at the top of the screen. Have an address ready, so those learners can type it in and hit **enter**. Talk about the importance of being accurate. Explain terms as they come up. For example, "www" means World Wide Web.

Step 2. Give learners a tour of the screen. Show them how to use the scroll arrows to move down a Web page. Explain that words that are underlined and/or in a **different color** are links. This means they can click on them to go to related information. When the cursor arrow is moved over a link, it turns into a hand.

Step 3. Click on a link to show how the links connect instantly to related information. Then show them how to get back to where they were by using the **back arrow**. Explain that if they get lost they can click on the **home** button at the top of the screen to return to the homepage.

Step 4. Search for something interesting. Pick any of the search engines (*Alta Vista, Lycos, Yahoo,* etc.) and show them how to enter a word into the text box, click and go! Then look at the home pages of one or two sites.

BEST COPY AVAILABLE

Try and hold off on technical explanations of the Internet that might mislead learners into thinking that they need technical expertise to use it.

Remember how long it took you to get your "sea legs" in using the Web. It takes time to feel comfortable and not like you're getting lost every other second. They will need that time also.

The Basics

Adult learners will need to practice:

- Signing on.
- Entering an accurate address.
- Launching a simple search.
- Reading Web pages.
- Finding and following links.
- Reversing the direction of the search using arrows, or returning to a home page.
- Printing a Web page using File Menu.
- Logging off.

Activities for Learners

In the Brooklyn Public Library program, learners have used the Internet for the following activities:

- Finding pictures that can be copied into a word processor.
- Copying Web sites from TV programs and finding those sites on the Internet.
- Writing about a news event and copying a photo from a news Web site.
- Finding a celebrity photo and writing about that person.
- Using the Web to locate a map and travel instructions for a destination.
- Searching the net for recipes.
- Finding and using a movie and restaurant guide.

An excellent guide for lessons using the Internet is *Surfing for Substance* by Emily Hacker. See the "Resource" section for more information on how to order.

What Are Some Things to Look for when Searching for Suitable Web Sites?

Web sites should be easy for new readers to navigate. The pictures and symbols should communicate information about the site to the user. Web pages overloaded with print can be confusing. Follow the links. Sites where you must work through a maze of links are easy to get lost in. Avoid them.

for program administrators

CD-ROM Categories

CD-ROM categories include information and reference, infotainment, and games. Encyclopedias such as *Encarta* and *Grolier* are information and reference CD-ROMs. Microsoft *Bookshelf*, a compilation of seven reference tools, also falls into this category.

CD-ROMs convey information in many fun and interesting formats, such as virtual environments, tours and simulations of real-life situations. They draw you into a world where you can wander and enjoy, while learning at the same time.

What CD-ROMs Offer Literacy Programs

Before the multimedia encyclopedia, text-driven reference books were off-limits for new readers. Now features on the CD software give everyone a chance to browse and learn how information is categorized. Learners will build important information skills such as launching a simple search and using maps, charts and interactive tools to learn.

For learners who have few opportunities to leave their communities, software tours can provide them with opportunities to visit places they have never visited before.

Selecting CD-ROMs

Create your own list of criteria to help guide your selections. As you do, keep these things in mind:

Who are your users? If you work mostly with non readers and beginners, you will be looking closely at the media, ease of use, and interactive presentations.

What are your instructional goals? Remember that the software should reflect the goals and interests of the learners.

What kinds of activities will learners be doing with the software? If they will be using the software to locate and copy pictures into a word processor, how easy is it to do that? Can it be adapted for working in a group?

Previewing CD-ROMs

In the making of the popular PBS documentary about the Civil War, Ken Burns combined two simple things. He put authentic sounds—environmental sound effects, voices narrating letters and journals, and music—together with black-and-white photographs. The combination of audio and pictures was a powerful communication medium. CD-ROMs offer such an environment.

The CDs you preview should offer audio and video in meaningful contexts. Software that emulates textbook format, offering primarily text-only information, should be avoided.

Software is crucial in creating environments that empower learners by giving them opportunities to move around, browse, explore, and initiate their own searches. Involve learners in the process of previewing and choosing software. Focus on the following features:

1. **Simplicity and Ease of Use.** It should be easy to move back and forth, exit information, and access related information using links.
2. **Content.** Is content presented mostly through long text-based tracts, or is it presented in at least two media modes? Is it engaging? Does it stimulate thought?

3. **Media.** Check the quality of the media. Are the sound clips clear? Are the movie clips edited in a clear manner, meaningful in choice, and long enough to give the viewer an idea of the subject? Are the photographs clear?
4. **Transferability to Word Processor.** Is it easy for students to highlight and transfer text or pictures to a word processor?

A software evaluation tool is included in the back of the "Resources" section.

Collection Development

The basic CD-ROM collection should reflect the wide range of your learners needs. We recommend that you choose reference tools, entertainment and recreational software, a driver education program, and games. When choosing entertainment and recreational software, include tours, such as art museum tours, and virtual environments.

Make sure CDs are compatible with hardware and computer memory requirements.

Set up structures so that CD-ROMs get used. Provide tutors with hands-on experience, a list of what's available and suggestions for using the software.

Why Use Games?

Games offer users many important things:

- Immersion in game worlds gives users new chances to role-play and experience themselves in virtual worlds where they can strategize, problem solve and think creatively;
- Games like *Solitaire* give new computer users a chance to develop mouse skills and achieve computer comfort;
- Self-esteem and confidence, essential for succeeding in active learning

environments, are developed during game time.

- Games provide adults with a way to relax after they finish writing a report on the word processor. No one just works on computers. We all use them to relax, have fun, and give ourselves a change of pace.

section

7 Using the Internet

- electronic mail
- on-line chats

"We were talking about our responses to the book, but we talked about our lives and our kids. They were all connected."

BEST COPY AVAILABLE

section seven

Using the Internet to Communicate

It is important that adult learners find ways of making their voices heard. In the age of electronic communication, this goal is easier than ever to achieve.

Electronic Mail

Using e-mail is a new experience for everyone. Facilitators need to help learners make the experience meaningful and useful. Our experiences have taught us several important things:

- Sending e-mail should have a purpose, whether it is to get in touch with a family member or friend, obtain information, or communicate a thought to a public person or official.
- When learners know the person they are e-mailing, they are far more likely to check their e-mail for a reply and reciprocate by sending another e-mail.

Outside of business, lots of people still don't have e-mail addresses. So how can the facilitator help learners use e-mail meaningfully? Celebrities and public officials often have e-mail links on their Web sites. Learners have e-mailed their favorite television celebrities, the Yankee home page, even the President of the United States.

You can use a search engine to find the official home page of a celebrity, TV program or organization. Once you are there, check along the side or at the bottom of the page to see if there is a link.

Sending e-mail to celebrities and government officials can be an important experience for learners that helps them see the possibilities of using the Internet as a communication tool, while allowing them to let their voices be heard.

On-line Chats

Setting up chats is another way to help students to use the Internet as a communication tool. Students will gain experience in using chat rooms while developing their writing in a new context.

Organizing a chat is easy. The Brooklyn Public Library program uses *America Online* chat rooms. If you set up a chat with another program or center, you need to agree on a time and a chat topic. Learners should prepare for the experience; otherwise a chat can quickly lose momentum and focus. One way to offset this problem is to have learners prepare questions ahead of time. Then they can ask and respond to each other's questions.

You can find the chat rooms on the America Online home screen by clicking on *People Connection,* then on *Find a Chat.* Be sure to ask for a private chat and to give your chat a name.

Chatting on-line can be disorienting. Waiting for answers and responses popping up out of sequence are two problems that anyone may experience in a chat. However, if the chat concerns a worthwhile topic that learners have chosen, they will value the experience. Book and issue discussions can launch meaningful chats.

At the end of the experience, print out the chat so that learners can reread it.

It's important to talk about the experience. Ask learners what they learned, and how the on-line chat changed the way they think about using computers to communicate.

Example of a Book Chat

The Book: *Climbing the Wall* by Tana Reiff

The following chat took place between learners at the Coney Island Learning Center (**Coney**) and the Eastern Parkway Learning Center (**Eastlit**).

Coney: What was the reason candy was so dangerous to Kenny?

Eastlit: Because it made him even more hyperactive.

Coney: Low blood make a child act hyperactive.

Eastlit: We have never heard of "low blood:". What is that?

Coney: Low blood sugar.

Eastlit: What did you think about his new friend Bobby? Do you think that their friendship helped Kenny?

Coney: I think the doctor helped Kenny a lot and he will get better

Eastlit: I believe that our friends can be a big help to pull through times when we are in trouble.

Coney: I think Kenny Mother should be careful with what she feed him.

Eastlit: We all enjoyed this book. Elizabeth has suggested that we read *A Time To Choose,* another Tana Reiff.

section

8 Individual Lesson Plans

how to use the lesson plans

- origin of the lessons
- before getting started
- *At Ease* and the *Student Writing Center*
- what's included in each lesson plan
- reviewing the lesson
- how to use the lesson plans
- project ideas
- lesson plan chart

the lesson plans

- my favorite person
- create a mother's day card
- famous people
- pictures start stories
- you've got mail
- create a great title
- organize your goals
- shoot for the stars
- the first time!
- the name game
- first database
- my mind take me back home
- create your own greeting card
- tales from the hood
- family portraits
- using a database
- first spreadsheet

> "I learned how to get in and out of different programs and how to get my work in the computer and make it neat."

BEST COPY AVAILABLE

BEST COPY AVAILABLE

section eight

Individual Lesson Plans

How to Use the Lesson Plans

The lesson plans are designed to give tutors a variety of ideas to enhance the development of reading, writing, information literacy and thinking skills as learners become competent computer users.

Origin of the Lessons

The lessons were taken from popular projects developed by adult learners. For example, the lesson *My Mind Take Me Back Home* was developed as a result of students publishing stories about their immigration experiences and adding maps of their home countries. All the lessons were chosen because of their popularity, ease of use and ability to tap into topics of interest to adult learners.

Before Getting Started

Tutors should be comfortable with using a mouse and navigating a computer screen before they begin using the lessons. We recommend that tutors try the lesson before using it with learners. Tutors with minimal computer skills should talk to staff beforehand so that they will get all the support they need to achieve success. The Lesson Plan Chart will help tutors find easy lessons that involve fewer steps.

At Ease and the Student Writing Center

At Ease is installed on all of our computers to make it easy for users to open a program and save to disk. It also insures that programs can't be accidentally erased from the hard drive. Users can open any program by simply pointing the mouse at the program's icon. All lesson plans start programs from the **At Ease** screen.

Most students use *Student Writing Center*, a word processor published by *The Learning Company*. *Student Writing Center* is popular because it contains a picture folder and makes it easy to put text and graphics—clip art, maps, photographs—together on a page. Novice users can resize, crop, rotate and frame pictures easily using this software.

What's Included in Each Lesson Plan

Each lesson contains:

- **Software and material** needs.
- **Your Lesson Goals** section, giving tutors information about how the lesson supports the development of reading, writing, information literacy and thinking skills. Tutors should share these goals with learners at the start of the lesson.
- **Step by Step** section, providing tutors with the steps needed to accomplish a task using the computers. The steps integrate important lesson ideas, such as how to introduce students to a task in a meaningful way.
- An **Example of Student Work** so tutors can see what the finished product will look like.
- A **Links to Books and Other Resources** section that tutors can use to extend their lessons beyond the computer room.
- An **End of Lesson Review.**

Reviewing the Lesson

Often, when learners use technology to accomplish a task, they know what they did, but not where it fits into their overall learning needs and goals. The review helps learners process the experience, find labels for new events and integrate it into what they already know. It will increase understanding of the computer experience, while identifying areas that still need work.

How to Use the Lesson Plans

The lessons were designed to help tutors become more confident technology users. Tutors can begin any lesson at the beginning and follow it through to the end, or they can modify the lessons. For example, instead of writing about "My Favorite Person," the same lesson would work if learners were writing about their goals, a memorable holiday, or a favorite place. Tutors can lift the steps from *The First Time! Using Font Features to Jazz Up a Text,* to change fonts on any text.

There is no lesson sequence. Tutors can choose to use any lesson at any time. For example, if learners are practicing letter writing, using *You've Got Mail* to learn how to send an e-mail could generate a discussion about how technology has changed the way we communicate with each other. Or, if learners are studying citizenship, they can write about their immigration experiences and use *My Mind Take Me Back Home* to copy a map of their country into the text.

Project Ideas

Any of the individual lessons can develop into a project. For example, learners can publish a collection of their stories, adding a table of contents and a cover page.

The Lesson Plan Chart

The Lesson Plan Chart tells tutors at a glance what the lessons are about and the goals each lesson accomplishes. The chart also designates the lessons that have more steps and for some may be more difficult.

Important: This is not intended to stop the adventuresome from trying out any lessons that interest them. It simply indicates which lessons require more steps to finish.

lesson plan chart

Lessons	Main Activity	Lesson Goals
my favorite person	Introducing the Word Processor	• Write text • Start word processing program • Use keyboard • Save, print and exit file
create a mother's day card	Introducing *Print Artist*	• Read information on menus and in dialog boxes • Follow step-by-step instructions using creativity tool
famous people	Finding Pictures on the Internet	• Write text • Use a text box • Copy a picture from the Internet to a document
pictures start stories	Using Pictures to Generate a Story	• Find Web site • Copy pictures from Internet into document • Use the picture to write
you've got mail	Sending Electronic Mail	• Write e-mail message • Fill in text boxes • Enter accurate Web address • Scroll through Web page

Lessons	Main Activity	Lesson Goals
create a great title	Using the Center Alignment Feature	• Learn how titles can enhance text • Use the center alignment feature • Enlarge font sizes
organize your goals	Using Numbers and Bullets	• Write text • Read information in list • Select numbers or bullets • Use dialog box to change look
shoot for the stars	Enhancing Text with Clip Art	• Write text • Learn how pictures enhance text • Browse an alphabetized folder • Copy, resize and border clip art
the first time!	Using Font Features to Jazz Up a Text	• Write text • Learn how font size and style enhance meaning of text • Use font features
the name game	Researching Your Name on the Internet	• Use the Internet as information source • Use text box • Scroll through Web site
The following lessons involve more steps:		
first database	Introducing Databases to Your Students	• Read information in columns/rows • Set up fields using dialog box • Add records • Sort records alphabetically

Lessons	Main Activity	Lesson Goals
my mind take me back home	Adding a Map to Your Story	• Write text • Use CD-ROM information tool • Copy map from CD-ROM to text • Resize and move map on page
create your own greeting card	Using *Print Artist* to Design a Card	• Browse alphabetically organized lists using scroll bars • Organize text and graphics on page • Manipulate objects with handles and hand tool
tales from the hood	Finding Maps and Addresses on the Internet	• Write text • Use text box to find Internet address • Use zoom feature on map • Copy map to document
first spreadsheet	Introducing Spreadsheets to Your Students	• Read numbers in columns • Learn to navigate a workbook • Use AutoSum • Use formula • Format values
family portraits	Using the Scanner to Add Pictures to a Text	• Write text • Follow list of instructions • Scan picture into document
using a database	Making Your Own Return Address Labels	• Read information in rows and columns • Set up simple database • Print labels

lesson one

introducing the word processor

my favorite person

Your Lesson Goals

Although this lesson is designed to introduce novice technology users to word processors, it can be used with learners at any level. Keyboarding skills are not necessary.

1. **Writing.** Learners will use a word processor to draft a text.

2. **Technology.** Learners will:
   - **Open** the word processor from ***At Ease***
   - **Enter** a short text
   - **Use** the spacebar , shift , and back
   - **Use** the mouse
   - **Save** text using the File Menu
   - **Print** text
   - **Exit** the file

Software

The Learning Company's *Student Writing Center*

Time:

60 minutes

Step by Step

1. **Share** a story about a favorite person. Ask learners to do the same.

2. **Introduce** the activity. Learners will use the word processor to write about their favorite person.

BEST COPY AVAILABLE

lesson one
introducing the word processor

3. **Demonstrate** how to **open** a word processor:
    - **Click** on *Student Writing Center Icon* on ***At Ease***.
    - **Click** on **Report.**

4. **Demonstrate** how to use the spacebar, shift, and back, and how to point and click next to a word you want to change, by writing several lines.

5. **Provide time** to enter texts. Remember, novice technology users need time to locate keys.

6. **To save** text: **insert** the disk, **click** on **File** on menu, and **drag down** to **Save As**. **Click** on **Desktop**, **click** on disk, **click** on **Open** and **type** in title.

7. **Demonstrate** how to print a text:
    - **Click** on **File**, **drag** down to **Print.**
    - When the box appears, **click** on the word **Print** in upper right corner of box.

8. **Provide time** at end to **read** texts out loud.

9. **To exit, click** on **File** and **drag down** to **Quit**; go to **Special**, **drag down** to **Eject**.

Links To Books and Other Resources

You can extend this lesson with these books and others from the **People and Culture** section of the book collection:

- *The House On Mango Street* by Sandra Cisneros
- *Having Our Say* by Sarah and Elizabeth Delany
- *Speaking Out on Family and Fatherhood* by Bill Cosby
- *Can't Wait For Summer* by Theresa Sanservino

BEST COPY AVAILABLE

Adult Learner Writing Example

My Son Claude

My child changed my life in so many ways. I was at the age seventeen when I got pregnant. My pregnancy was strange to me. At that time, with morning sickness and headaches, I had to learn to deal with it.

He was born on the twenty-fifth of January. We came out of the hospital. He never took a bottle in all of his life. He was a breast fed baby. That stopped me from going out to the cinema and to my parties I love so much. He was a sickly baby. Many nights I will sit up with him and wait for him to die. That taught me patience and strength. He changed me completely into a new person. He taught me how to love and live. Today he is married and have a wife and two children.

(From *Power*, December 1994.)

Review at the End of the Lesson

Discuss the experience by using the following questions:

- What did you learn today?
- How did the word processor change the writing experience?
- What did you need more help with?
- What would you like to learn next?

create a mother's day card

Your Lesson Goals

1. **Reading.** Learners will be able to read and select greeting cards for family events.

2. **Technology.** Learners will follow step-by-step instructions needed to make a greeting card.

Step by Step

1. **Ask** learners to bring greeting cards to the lesson. Talk about the information they expect on a card. Explain that they will be making a Mother's Day card.

2. **To open *Print Artist*, click** on the icon on ***At Ease***.

3. **Click** on the cards icon and **click** on **New**.

4. **Click** on **1/4 Fold—Horizontal Side**, and **click** on **OK**.

5. Under **Categories**, scroll down to **Occasion** and **click**.

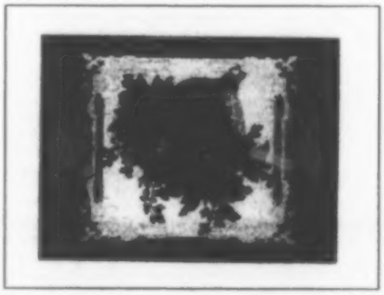
Software

Print Artist by Maxis

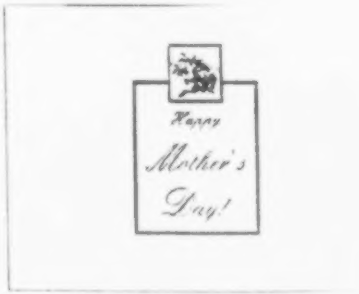
Time:

60 minutes

Example of the Card



Front



Inside

BEST COPY AVAILABLE

lesson two
introducing *Print Artist* to your students

6. Under **Layouts, click** **Happy Mother's Day, Roses**

7. Look at the inside of the card by **clicking** on **Front**

8. In lower right corner **click** **OK.**

9. To print: **Go** to **File** menu and **click** Print; **click** **OK**; **click** **Print**.

10. **Print** and **fold** the cards. Ask everyone to share the card they just made.

Review at the End of the Lesson

Discuss the experience by using the following questions:

- What did you learn about greeting cards?
- Has this experience changed the way you will select cards?
- What would you like to learn next?
- What did you need more help with?

Links to Books and Other Resources

Read about the holidays and exchange holiday stories as learners work on their cards. The following books in our collections will serve that purpose:

- *Family Celebrations*
- *From Memories to Words*

famous people

Your Lesson Goals

This lesson is designed to introduce learners to using the Internet as an information source.

1. **Writing.** Learners will write a short text.

2. **Information.** Learners will use a text box and search a category to locate a picture on the Internet

3. **Technology.** Learners will:
   - **Open** the Internet provider from ***At Ease***
   - **Find** images at the *Lycos* home page under *Image Gallery*
   - **Move** back and forth between two tools (Internet and word processor)

Step by Step

1. **Generate** a list of TV celebrities or other famous people. Learners will choose one person from the list to write about. Ask them to give a reason why that person interests them.

2. **Click** on the Internet provider icon. In address box at top, **type** in **http://www.Lycos.com** and press **enter**.

Software

- Any Internet program such as *Netscape Navigator* or *Internet Explorer* and Web site: **http://www.Lycos.com**
- The Learning Company's *Student Writing Center*

Time:

60 minutes

BEST COPY AVAILABLE

lesson three
finding pictures on the internet

3. You are looking for the ***Image Gallery***. Currently, you can get to it by going to **Find** at the top of the page and **clicking** on **Pictures**. The Lycos home page frequently changes!

4. **Type** the name of the person in the text box, then **click** on **Go Get It**.

5. **Point** at the picture you want, **click** and **hold.** It's important to hold! **Copy Image** should appear on the screen. Just let go of the pointer, and it's copied!

6. To start your word processing program: **Click** on application icon in the right corner of the menu; **Drag down** to ***At Ease***; Click on the ***Student Writing Center*** icon. Remember to click on **Report**.

7. Once you're in the document, just **click Edit** and **drag down** to **Paste**. The picture is now in the document and learners can begin writing.

8. **Print** the short text.

9. **Share** your texts

Links To Books and Other Resources

You can extend this lesson with these books and others from the **People and Culture** section of the book collection:

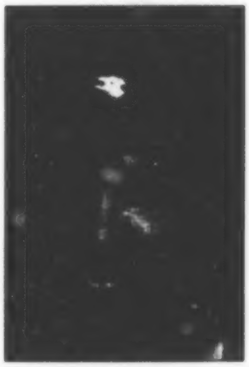
- *16 Extraordinary African Americans*
- *16 Extraordinary Hispanic Americans*
- *Center of Attention: Shaquille O'Neal*
- *Gloria Estafan*
- *Jackie Joyner Kersee, Superwoman*
- *Meet Maya Angelou*

Example of Student Writing

Oprah Winfrey

A powerful woman as Oprah, very kindhearted and a role model to millions of people around the world. She has one of the best talk show on t.v. She often talk about abuse, drugs, crime, and many different topic. And also talk to many celebrities.

She is known for helping people, building houses and putting together the angel network for helping students go to college. What a great Idea!



Oprah Winfrey

Review At the End of the Lesson

Discuss the experience by using the following questions:

1. What did you learn today?
2. How did the photograph change the meaning of your text?
3. Has your view of the Internet changed?
4. What did you need more help with?
5. What would you like to learn next?

lesson four
using pictures to generate a story

pictures start stories

Your Lesson Goals

Pictures can help learners generate ideas before they write. This lesson will help writers create a first draft using a picture from *Student Writing Center*.

This lesson can also work with a picture from the Internet. ***The Image Gallery*** at **http://www.Lycos.com** contains photographs that can be easily copied into a word processing document.

1. **Writing.** Students will learn about another way of generating ideas for a first draft.

2. **Technology.** Learners will:
    - **Find** and **browse** the picture folder
    - **Copy and Paste** a picture into their document
    - **Print** out a text

Step by Step

1. **Introduce the lesson.** Learners will find pictures that will help them begin writing.

Software

The Learning Company's *Student Writing Center*

Time:

60 minutes

2. **Demonstrate** the steps for opening *Student Writing Center*:
    - **Begin** by **clicking** on the icon on ***At Ease***. **Click** on **Report**.
3. Once everyone is on a new page, **demonstrate** how to access the picture folder.
    - **Click** on **Graphics** on the menu bar and **drag** down to **Choose Picture.**
    - Categories appear in the menu scroll box. **Click** on category and remember to **click** on **Open**. **Click** on any of the words to browse the pictures.
    - To browse other categories, **click** above the scroll box on the triangle ▼ for drop-down list, and **drag** down to **Pictures.**
    - To copy and paste to document, simply **click** on **Open**.
    - **Demonstrate** how the picture can be moved on the page by clicking and holding while you move the mouse. The boxes around the picture, called **handles**, make it easy to resize the picture so that it fits on the page. Just **click** on ■ and **pull** in or out.

4. Now it's time to **write**!

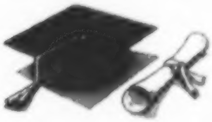
5. **Print** out documents at the end and share the writing with each other.

Example of Student Writing

Accomplish

So far my life has been good. But now I need help with my English so I go to school to learn to read and write. So far I'm doing well. But I have to do better. I must try harder.

A goal of mine is for my children to stay in school and finish. So I feel that if I am in school they will have the incentive to try harder and finish school themselves.



Links to Books and Other Resources

Some excellent resources for pictures and photographs are:

1. *The African Americans* edited by Collins and Cohen
2. *Images of the World: Photography of the National Geographic*
3. The ***Image Gallery*** at **http://www.Lycos.com**
4. Newspapers and magazines at the Learning Center

you've got mail

Your Lesson Goals

This lesson is designed to introduce learners to using the Internet as a powerful communication tool. Learners will send electronic mail to the White House Web page. By including their e-mail and home addresses, they will get both an e-mail acknowledgment from the White House, and a reply in their mailbox!

1. **Writing.** Learners will construct a short electronic mail message.

2. **Information.** Learners will find and fill out text boxes.

3. **Technology.** Learners will
   - **Start** the Internet provider from ***At Ease***
   - **Enter** a Web address
   - **Scroll** through a Web page

Software

Internet Explorer, *Netscape Navigator*, or any Internet program

Web site:

http://www.whitehouse.gov/

Step by Step

1. This lesson can be presented as part of any lesson that focuses on events in the news. Although it is designed to send e-mail to the White House, there are e-mail links at many official Web sites.

lesson five
sending electronic mail

Learners can e-mail the mayor, news programs, celebrities, even their favorite sports team.

2. **Introduce** the activity by asking learners what they know about electronic mail. Then explain the activity. They will send e-mail to the White House.

3. **Discuss** the issue or event and provide time to brainstorm and write the message.

4. **Click** on ***Internet Explorer*** on ***At Ease***.

5. Type **http://www.whitehouse.gov/** into the address box at the top of the screen and click **enter**.

6. **Scroll down** the home page to **The President & Vice President. . .how to send them electronic mail**. **Click** there.

7. **Under You can send electronic mail to:** click on the title of the person you wish to send e-mail.

8. Text boxes will appear for the learner to fill in a name and e-mail address. If learners want a response from the White House by mail, they must put in their mailing address. If they have concerns

Links to Other Resources

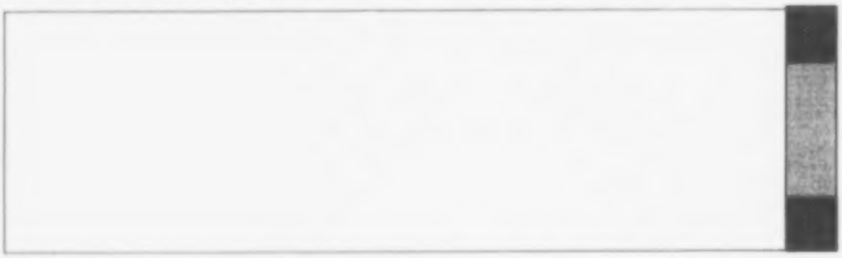
- *News For You* is an excellent resource for articles about issues, trends and current events.
- *Government on the Net* by James Evans is a guide to other government Web sites.
- *Internet Directory for Dummies* by Hill and Mengle is another guide.

BEST COPY AVAILABLE

about sending private information, click on **Read our Privacy Policy** at the bottom of the screen. Discuss with learners.

9. At the bottom is the following message box for learners to put their message in:

Please write your message (fewer than 10,000 characters)



10. To send the message, **click** on **Send Your Message**.

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How did electronic mail change the way you view events in the news?
- What did you need more help with?
- What would you like to learn next?

lesson six

using the center alignment feature

create a great title

Your Lesson Goals

Use this lesson after learners have completed some writing on the word processor.

1. **Reading.** Students will learn about the function of the title in a text.

2. **Technology.** Learners will:
   - **Select** the center alignment feature
   - **Enlarge** font size
   - **Print** text

Software

The Learning Company's *Student Writing Center*

Time:

60 minutes

Step by Step

1. **Discuss** the purpose of titles. Read a story published by a learner and talk about the connection between the title and story.

2. **Introduce** the activity. Learners are going to give a story a title.

3. **Ask** learners to choose a story from their writing. With stories in hand, ask learners to talk about them and brainstorm titles.

4. **Demonstrate** the computer skills:
    - **Type** a title above a short text you have written.
    - **Click** and **drag** the cursor across the title to select.
    - To center title: **Click** on **Text** on the menu, drag down to **Set Alignment**. **Click** on **Center** and **OK**.
    - To **change** the title's font size: **Click** on **Text** in menu and **drag** down to **Choose Font**. Choose size and click on **OK**. 24 is a nice size.

5. **Print** the final versions, with titles.

Example of Student Writing

ME AND MY NEW BIKE

On Tuesday I went to cash my check. That day was a beautiful day. I had a check and I bought a new bike. I bought a beautiful dark green mountain bike. I went to Grand St. to my house, then to the park. Today I will drive my new bike. I will drive from Brooklyn to Manhattan. I love my bike because I can take my bike anywhere.

(From *Writing Celebrations*, Williamsburgh Learning Center, Summer & Fall, 1995)

Links to Books and Other Resources

- Browse the shelves and select library books for home reading. Learners can regroup and discuss:
    a) why they chose the title they did;
    b) what they think the book will be about.
- You might also talk about other ways readers select the books they read (such as: by recommendation, book review, author, cover picture, brief description on book jacket, or using an online resource like **www.amazon.com**.)

Review At the End of the Lesson

Discuss the experience by using the following questions:

- What did you learn today?
- How did titles help reading?
- What did you need more help with?
- What would you like to learn next?

Links to Books and Other Resources (cont.)

- Read any of the stories from the student collections published at your learning center. Begin with a brief discussion of what you expect the story to be about, based on the title. If the story doesn't have a title, read it together and then make one up.

lesson seven

using numbers and bullets

organize your goals

Your Lesson Goals

This lesson focuses on using a numbered or bulleted list to organize information. At this point, learners should know how to use a mouse and enter text.

1. **Reading.** Learners will learn how numbered and bulleted lists make information easy to read by breaking it into parts and sequencing it.

2. **Technology.** Learners will:
   - **Select** Bullets and Numbering from the menu bar
   - **Use** the Bullets and Numbering dialog box
   - **Change** the font style of the bullets or numbers

Software

Microsoft *Word*.

Time:

60 minutes

Step by Step

1. **Ask learners** about their goals and what brought them to the program.

2. **Introduce** the activity. Learners are going to use a special feature on the word processor to organize their goals into a list. Create your own demonstration example.

lesson seven
using numbers and bullets

3. **Demonstrate** the following:
   - **Click** on ***Microsoft Word*** Icon on ***At Ease***.
   - **To add number or bullet, click** at beginning of line.
   - **Click** on **Format** on menu bar; drag down to **Bullets and Numbering**.
   - **Click** on bullet or number tab.
   - **Click** on choice and **OK**. **Enter** text. At the end of an item **press** `enter` on the keyboard, and the I-bar will automatically drop down to the next bullet (or number).

***Note:** We use **Format** on the menu instead of the shortcut icons on the formatting toolbar so that learners recognize the words.

4. **Ask** learners to type in their lists.

5. After learners have entered lists, **show** how to change numbers and bullets as follows:
   - **Drag** the cursor across the entire list
   - **Click** on **Format**, **Bullets and Numbering**
   - **Click** on any different style and select **OK**.

6. **Enlarge** the font size by dragging the cursor across the list; click on the drop-down list of font sizes on the **Formatting** toolbar, choosing

size 18 or higher.

Links to Books and Other Resources

You can extend this lesson with these books:

A Time To Choose
by Tana Reiff
People in the Coney Island Learning Center Think About their Goals
1994
Get That Job
by Jurg Oppliger
When Dreams Come True
by Calvin Miles
New Writers Voices: A Collection of Stories That Changed Their Lives

BEST COPY AVAILABLE

7. **Print** final lists.

8. **Provide time** to show off the lists and talk about the experience.

Examples of Student Goals

- *I would like to train to be a boxer.*
- *To make some money and buy me a restaurant and sell rice and peas and chicken.*
- *I would like to save some of the money and put it in the bank.*
- *I want to read more better.*
- *I want to go a training school and achieve a skill that will benefit me in the future.*
- *The skill I want to achieve is fixing elevators and start my own business.*
- *I want to achieve the driving test.*

(Adapted from *People In the Coney Island Learning Center Think About Their Goals*, 1994)

End of Lesson Review

Discuss the experience by using the following questions:

- What did you learn today?
- How does a list help you read information?
- What did you need more help with?
- What would you like to learn next?

lesson eight

enhancing text with clip art

shoot for the stars

Software

The Learning Company's *Student Writing Center*

Time:

60 minutes

Your Lesson Goals

Student Writing Center makes it easy to put text and graphics together. It teaches everything learners need to know about copying, resizing and moving clip art and pictures on a page.

1. **Writing.** Learners will complete a text.

2. **Reading.** Learners will learn how pictures enhance the text meaning.

3. **Technology.** Learners will:
    - **Browse** the picture folder on the Menu bar
    - **Copy and Paste** a picture into their text
    - **Resize and move** the picture on the page
    - **Choose** picture border
    - **Print** text

Step by Step

1. **Share** a story about a dream you hope to accomplish. Ask learners to do the same.

2. **Introduce** the activity. Learners are going to write about their dreams, and add graphics to their text.

lesson eight
enhancing text with clip art

3. **Look at** several examples of student writing using graphics. Talk about how the graphic connected to the text.

4. Demonstrate the steps:
   - **Open** ***Student Writing Center*** by **clicking** on the icon on ***At Ease***. **Click** on **Report**. Write a sentence or two about your dream.
   - **Click** on **Graphics** on the menu bar and **drag** down to **Choose Picture**.
   - Categories appear in the menu scroll box. To choose one, **click** on it and **click** on **Open**. Then **click** on any of the words to browse through the pictures.
   - To browse other categories, **click** above the scroll box on the triangle ▼ for drop-down list, and **drag** back down to **Pictures.**
   - To copy and paste to document, **click** on **Open**.

5. **Demonstrate** how to move the picture on the page by clicking and holding while you move the mouse. The boxes around the picture, called handles, make it easy to resize the picture so that it fits on the page. Just **click** on ■ and **pull** in or out.

6. To give the picture a border:
   - **Click** on **Graphics** menu
   - **Drag** down to **Choose Picture Border** and choose sides, lines and style. **Click** **OK**.

Links to Books and Other Resources

You can extend this lesson with these books:

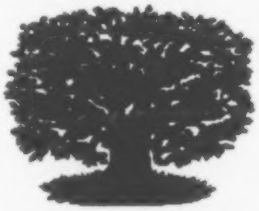
Collection of Stories That Changed Their Lives

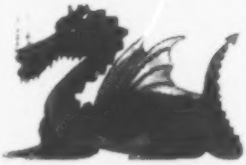
When Dreams Come True
by Calvin Miles

Your House Is a Learning Place
by Pamela Weinberg

The Door is Open
by Tana Reiff

Examples of Clip Art:





7. Now **provide** learners time to work on their texts.

8. **Print** and share.

Example of Student Writing

THE STAFF OF GRAND ARMY PLAZA

The people in the Grand Army Plaza help the students to reach their goals to be better students. The staff always help the students to do good work. The students work hard to do the homework and to be proud. I help the staff at Grand Army Plaza with lots of things.

I hope the Walk-A-thon is coming soon to Prospect Park. I hope they do not cancel it.

Review At the End of the Lesson

Discuss the experience by asking the following questions:

- What did you learn today?
- How did the clip art change the text?
- What did you need more help with?
- What would you like to learn next?

lesson nine

using font features to jazz up a text

the first time!

Your Lesson Goals

1. **Writing.** Learners will draft a text.

2. **Reading.** Learners will learn how font size and style help organize information on a page, reveal main ideas and highlight content.

3. **Technology.** Learners will change font style and size.

Step by Step

1. **Share** stories about first-time experiences. They could be the first time you flew, had a baby, saw the United States, or tried a new sport or hobby.

2. **Introduce.** Learners will write about their own first-time experiences. When they finish, they will change the font style to match the emotions of that first-time event.

3. **Write.** Open up ***Student Writing Center*** to a new document. (**Click** on the ***Student Writing Center*** Icon on ***At Ease***, then click on **Report**.)

Software

The Learning Company's
Student Writing Center

Time:

60 minutes

4. **Demonstrate how to:**
   - **Change the font:** First, select the text by **clicking** and **dragging** the cursor across it, so that the text is shaded. Then **click** on Text on the menu bar. **Drag** down to Choose Font. Scroll through fonts. When you find one you like, **click** OK.

Note: Above the font selections is a sample text box that provides an example of what the font looks like:

Sample

The quick brown fox jumps over the lazy dog!

   - **The size or style** can be changed using the same text box.

5. **Print** and **share** the texts at the end of the lesson.

Writing Sample

My *First* Subway Ride

The first time I took the IRT express train under Manhattan I was shocked at how fast the train traveled. It felt like it was moving about ***one hundred miles an hour***. What shocked me more was the way no one seemed to notice. As I **gripped** the swinging subway strap for dear life, everyone else just went right on reading their newspapers or starring off into the void. Here we were all about to die in a **ROARING** subway crash and no one seemed interested. *I couldn't wait to get off.*

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How will understanding font styles help you when you are reading?
- What did you need more help with?
- What would you like to learn next?

Links to Books and Other Resources

You can extend this lesson through the following activities:

- Look at how font size and style changes in *News for You.* Here, as in all newspapers, the font styles help to communicate content and main ideas.
- Look at how font features are used in information pamphlets to enhance understanding.

lesson ten

researching your name on the internet

the name game

Your Lesson Goals

What does your name mean? Who were you named after? This lesson explores names, how we were named, and what our names mean to us.

1. **Writing.** Learners will compose a short text about the meaning of their name.

2. **Information.** Learners will:
   - Use a text box.
   - Search a Web site to locate useful information.

3. **Technology.** Learners will:
   - Enter a Web address
   - Scroll through a site to find specific information

Step by Step

1. **Read** "My Name" from *The House on Mango Street* by Sandra Cisneros and discuss. Then tell the story of your name — who you were named after, what your name means, anything. Ask learners to do the same.

2. **Click** on the ***Internet Explorer*** icon on the *At*

96

Software and Materials

The Learning Company's *Student Writing Center*

Any Internet program (this lesson uses *Internet Explorer*)

Web Site:

http://student-www.uchicago.edu/users/smhawkin/names/hq.html

"My Name" from *The House on Mango Street* by Sandra Cisneros

Time:

60 minutes

Ease screen. In the address box at the top, type in: **http://student-www.uchicago.edu/users/smhawkin/names/hq.html** and press enter .

3. **Click** on **Lists** at the bottom of the screen. Scroll down the list of bullets until you come to **First Names and What They Mean.** **Click** on it. Let learners enter their names in the **Quickie Search** text box and click on **Find**. Give them time to jot down the information.

4. **Go** to **File** menu and **scroll** down to **Exit**.

5. **To start** word processing program: **Click** on application icon in the right corner of the menu; **Drag** down to ***At Ease***; **Click** on the ***Student Writing Center*** icon. Remember to click on **Report**.

6. **Write** about the meaning of your name, based on what you learned from the research.

Add a picture to your story.

7. **Try finding a graphic** that captures your name's meaning. **Click** on **Graphics** on the menu bar and **drag** down to **Choose Picture**.
   - Categories appear in the menu scroll box. To choose a category, highlight it and **click** on **Open**. Then **click** on any words, to browse through the pictures.
   - To get back to other categories, **click** above the scroll box on the triangle ▼ for drop-down list, and **drag** back down to **Pictures**.
   - To cut and paste to document, simply **click** on **Open**.

8. **Print** the reports and read them aloud.

Example of Student Writing

Gloria means glorious one. I was named after my grandmother.

My mother told her mother that her first daughter (Me!) was going to be named after her. I said to my mother why you named me after her and she told me that she loved her mother a lot. My grandmother was a religious person, welcomed everyone to her house, and gave the homeless something to eat when they came around her house.

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How did using the Internet to find out about your name help your story?
- What do you need more help with?
- What would you like to learn next?

Links To Books and Other Resources

You can extend this lesson using these books and resources:
Ellen Foster
by Kaye Gibbons
On The Day I Was Born
by Debbi Chocolate

Web site:
http://www.pacific-coast.net/~muck/etym.html

lesson eleven
introducing databases to your students

first database

Your Lesson Goals

You can explore the basic concepts of databases by creating one with your learners .

1. **Information.** Learners will practice reading information in columns, such as phone directories and bus schedules.

2. **Technology.** Learners will:
    - **Set up** fields using a dialog box
    - **Add** records
    - **Sort** records alphabetically

Software

Microsoft Works 4.0

Time:

60 minutes

Step by Step

1. **Introduce** the lesson by talking about how people keep their addresses organized. Examine a phone directory and discuss how names and addresses are organized. Explain that the phone directory is a database and that learners are going to make their own.

Talk about the information necessary for sending a letter through the mail, writing the terms, "first name", "last name", "street address", "city and state" and "zip code" on a newsprint pad. They will use these terms to construct their fields.

2. **Begin** from the ***At Ease*** screen. **Click** on the ***Microsoft Works*** icon. Then **click** on **Database** and **click** on **New.**

Create the Form for the Database.

3. A database window will appear to help you create your document. You must start by setting up fields. Fields are your category names (like "name" and "street address") and will end up at the top of your database columns.
   - In the **Field Name** text box **type** in the phrase "First Name" and **click** **OK**.
   - The next field comes up automatically. **Type** "Last Name" in the text box and **click** **OK**. Continue with "Street Address" and "City and State".
   - Finally, **type** "Zip Code" in the text box and **Click** **OK**, then **click** **Done**.

4. Your database now appears with the field names and a message box. The message asks you if you want to create a form that organizes the fields into mailing labels. **Click** **No**.

5. The easiest way to enter information is in **List View** To make sure you are in List View, **click** on **View** on the menu and if **List View** is not checked, **drag** down to **List View**.

To Enter Information on Database:

6. Begin entering information in the appropriate fields. Notice that when you type a word in a field, it appears in the text box at the top of the screen. When you are done, **click** on the Enter box ☑. That drops it into the space, or record.

7. To make next entry, **click** in next "Field Entry" cell and repeat the process until each student has entered his or her name and complete address into a record.

8. If the field isn't wide enough to show all the information, you can easily widen it. When you position the cursor over a field border at the top, it changes into the symbol ↔ which means you can click and drag the border to change the width.

To Sort the Records

9. **Select** the **Last Name** field by clicking on it and sort the data alphabetically by **clicking** on **Tools** menu and **dragging** down to **Sort Records**. **Select** **A to Z** and **click** **OK**. Make sure students notice that the entire record moves, not just the names.

10. **Click** **File** menu and **drag** to **Print**. **Click** the **Print** button.

Example of the Database, Sorted by "Last Name" Field, in List View

First Name	Last Name	Street Address	City and State	Zip Code
Mary	Baker	44 Circle Street	Brooklyn, New York	12345
Diane	Harris	532 Main Street	Brooklyn, New York	12345
Carlos	Sanchez	100 D Street	Brooklyn, New York	12345
George	Tyson	50 Jones Street	Brooklyn, New York	12345

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn about databases?
- Can you think of another way you could use the database tool?
- What did you need more help with?
- What would you like to learn next?

BEST COPY AVAILABLE

my mind take me back home

Your Lesson Goals

Learners will write about their country of origin and enhance the meaning of their text by inserting a map. Learners should know how to use a mouse and enter text on a workbook screen.

1. **Writing.** Learners will draft a text.

2. **Information.** Learners will find a media object (a map) using a text box in a multimedia encyclopedia.

3. **Technology.** Learners will be able to:
   - **Insert and open** a CD-ROM
   - **Find and use** the Atlas tab on the menu
   - **Copy and paste** a map (or any object) from a CD-ROM to a word processor
   - **Resize and move** the map on the page

Software

The *1996 Grolier Multimedia Encyclopedia*
The Learning Company's *Student Writing Center*

Time:

2 hours

adding a map to your story

Step by Step

1. **Introduce** the activity. Learners are going to use the word processor to write about their country of origin. Then they are going to copy and paste a map into their writing.

2. **Brainstorm** the kinds of information, or stories, people can write about. Then open *Student Writing Center.*

3. **Give** learners time to write their first drafts.

4. To **find and copy** the map:
   *(**Note:** Some learners may have to close out and move over to a computer where the 1996 Grolier's is installed.)*
   - **Insert** the CD-ROM into the computer caddy and click on the **GME 1996** icon on ***At Ease***; **click** on **Start** at bottom right of screen
   - **Click** on the **Atlas Tab** under the menu on the right side of screen
   - **Enter** the country name in **text box** and **double click** on the highlighted name
   - **Click** on **Copy** button at bottom of screen under the map (now it's copied).

5. Pasting the Map into the Document

- **Open** to the text.
- **Go to Edit** on menu and **click Paste** .There it is!

Links to Books and Other Resources

You can extend this lesson by reading any of the following books:

- *My Mind Take Me Back Home*, a collection of student writing.
- Any books from the Tana Reiff *Hopes and Dreams* series.
- *Immigrants* by Martin W. Sandler. This book contains photographs and short texts that can stimulate writing stories, or a language experience.
- *Our Experience.* Women write about their lives.
- *Krik? Krak!* By Edwidge Danticat

- **To resize:** Notice the boxes, called "handles" along the edges of the map. **Click** on ■ and move in or out. If boxes aren't there, **click** inside map to make them appear.
- To move map on page, **click** anywhere inside map and move the mouse.

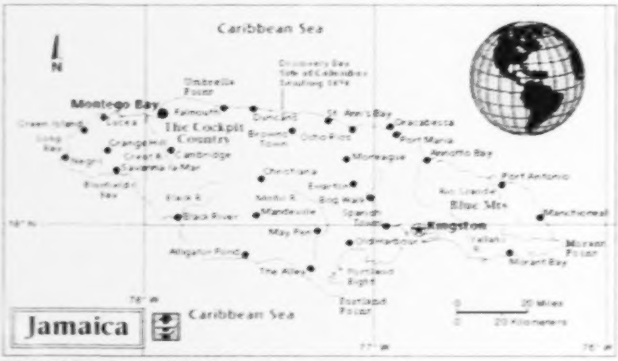
6. **Print** out the final versions and share.

Example of Student Writing

Visiting Another City To Live

When I first come to this country, I come on a visit. I was surprised to find people dressed so normal. Because when Americans come to Jamaica they dress up every day and talk about the easy life that they live here. Now that I am living here I am surprised to see people work 2 and 3 jobs to make ends meet. And dress as ordinary as possible.

Schools in Jamaica are stricter than in America. Parents and teachers work together more in Jamaica than they do here. In Jamaica a parent will go to the school and scold the child. This does not happen in America.



©Grolier Interactive Inc. All Rights Reserved.

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How did the map change the meaning of your text?
- What did you need more help with?
- What else would you like to look up using the *Grolier* CD-ROM?

BEST COPY AVAILABLE

lesson thirteen
designing a card using *Print Artist*

create your own greeting card

Software
Print Artist by Maxis

Time:
60 minutes

Your Lesson Goals

In this lesson students learn how to design a greeting card.

1. **Reading.** Learners will find out how to read and select greeting cards for social and family events.

2. **Information.** Learners will practice maneuvering through alphabetically scrolled lists.

3. **Technology.** Learners will:
    - **Organize** text and graphics on a page
    - **Manipulate** objects on the screen by using the "handles," clicking and the "hand" feature.

Step by Step

1. **Ask** learners to bring greeting cards to the lesson. Talk about the information they expect to find on a card. Brainstorm ideas for the cards they want to design.

2. **Brainstorm** words that name events greeting cards celebrate. Describe symbols we associate with

those events. An example of an event is Christmas. Symbols we associate with it are bells, candles, trees, presents, Santa, etc. Since graphics and text on *Print Artist* are sorted alphabetically in lists of keywords, this is an **important** step that will help learners find things when they get started.

3. **To Open** *Print Artist*, **click** on its icon on ***At Ease***; **click** on the card icon and **click** on New.

4. **Select** the Fold type by **clicking** on it and then **click** on OK.

5. **Click** **Blank** (under Category). When the front of a blank card appears, **click** OK.

6. Learners are now on the front of the card and are ready to design. The following pointers will help them be successful:
   - They will use Menu **Insert** at the top of the screen to design the card. As they choose **text, graphic, border, background, frame**, etc., the software will lead them through the steps.
   - Many of the choices are presented in alphabetized lists. The words they wrote down at the beginning of the session will help them move through the lists.
   - They need to know how to use the **"handles,"** (boxes on the corners of the text and graphics objects) in order to resize. Also, they need to know that moving the cursor over the object makes it turn into a **hand.** They can use that hand to move the object around.
   - Once a text or graphic is selected, using the menu commands at

the top right side of the menu — **Font**, **Effect**, **Color**, **Shape** — can further modify the look.

- To access the inside of the card: **Click** on **View** on menu and **drag down** to **Show Face**. From here they can **select** **inside left**, **inside right**, or **back**.
- It's wise to **use** **Print Preview** under **File** before printing.

7. **Print** and fold the cards. Ask everyone to share them.

Review At the End of the Lesson

Discuss the experience by asking the following questions:

- What did you learn today about greeting cards?
- Where else have you had to scroll through alphabetical lists to find information?
- How do you think this experience will change the way you select greeting cards?
- What did you need more help with?
- What would you like to learn next?

Links to Books and Other Resources

You can read about the holidays and exchange holiday stories while learners work on their cards. The following books will serve that purpose:

- *A Different Kind of Christmas*
- *Family Celebrations*
- *From Memories to Words*
- *Happy Birthday*
- *Seven Days of Kwanza*

lesson fourteen

finding maps and addresses on the Internet

tales from the 'hood

Software

Internet Explorer, or any Internet software

Web site:

http://MapsOnUs.switchboard.com

The Learning Company's *Student Writing Center*

Time:

60 minutes

Your Lesson Goals

Adding maps not only enhances writing, but stimulates thoughts and ideas that help learners develop their texts.

1. **Writing.** Learners will use a word processor to create a text.

2. **Information.** Learners will read a map and locate a street address.

3. **Technology.** Learners will:
   - **Find** a Web site
   - **Use** a text box to locate a street address
   - **Use** a zoom feature on the map
   - **Copy and paste** a map into a document

Step by Step

1. **Introduce** the activity. Learners will find an address on a street map using the Internet. They will copy and paste the map into a word processing document and write about it.
   - **Read** the first chapter of *The House on Mango Street* by Sandra Cisneros.
   - Then **share** a story about a place where you

once lived, recently or in childhood.

- Learners are going to **find** these addresses on the Internet.
- Have each learner **write** down as much of the address as they can remember, including street, city, state, and zip.

Finding and Copying Map from Web Site

2. **Demonstrate** how to open ***Internet Explorer*** from ***At Ease***, by clicking on the icon. Then:
   - Enter **MapsOnUs.switchboard.com** in address box at top. **Press Return**.
   - **Click** on **Maps**.
   - **Fill in** text boxes with the following: street address, city, state and zip code. (Don't worry if you can't remember parts of the address.)
   - **Click** on **Draw Map**. To zoom in closer for more detail, **click** inside the map.
   - **To copy** map: **click** anywhere inside map for pop-up menu; when a list box appears, drag to **Copy Image**; then simply **let go** of the mouse, and it's copied.

Pasting into *Student Writing Center*

3. **Open** ***Student Writing Center*** by **clicking** on the application icon on the far right of the menu bar and **dragging** down to ***At Ease***. Then **open: click** on the ***Student Writing Center*** icon; **click** on **Report**.

Links to Books and Other Resources

You can extend this lesson through the following books and activities:

- *The House on Mango Street*, by Sandra Cisneros.
- *When I Was Young in the Mountains* by Cynthia Rylant
- Checking geography books at your learning center to learn more about maps.
- Checking out the subway and bus maps at the learning center.

lesson fourteen
finding maps and addresses on the Internet

4. **Click** on **Edit** on menu and **drag down** to **Paste** .

5. If you want to crop the map:
   - **Go to Graphics** on the menu bar, and **drag down** to **Crop Picture**.
   - Using the boxes (called handles), **pull** in or out until you crop to what you want.
   - **Click** on **Done**.

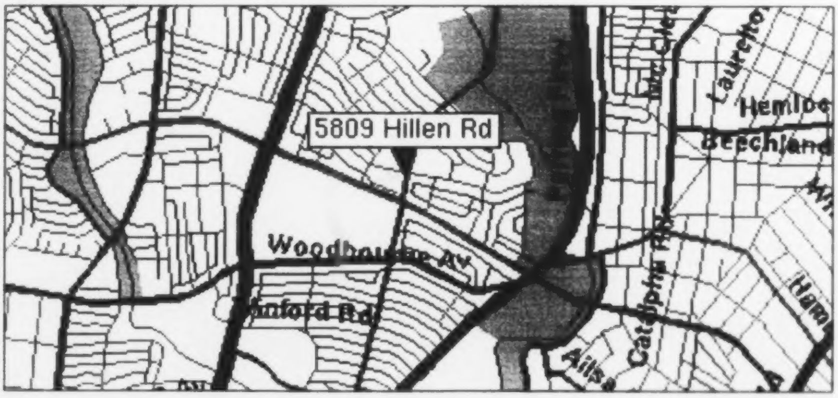
6. You can also **resize** by simply **pulling** boxes in or out.

7. Now you are ready to **write**.

8. **Print** at end and share texts.

Writing Example

I spent the first twelve years of my life at 5809 Hillen Road. During those years, the city grew in around our house. But at the beginning, we were surrounded by woods containing a fresh water stream that flowed into the Chesapeake.


5809 Hillen Rd
Woodbourne Av
Winford Rd
Laurelto
Hemloc
Beechland
Catalpha Rd
Ailsa
Ham

111 BEST COPY AVAILABLE

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How might you use this Web site again?
- What did you need more help with?
- What would you like to learn next?

first spreadsheet

Software

Microsoft Works 4.0

Time:

60 minutes

Your Lesson Plan Goals

By creating a first spreadsheet with your learners you can explore some basic concepts behind spreadsheets.

1. **Information.** How to read numbers in columns and rows.

2. **Technology.** Learners will:
   - **Navigate** the workbook window
   - **Enter** data, text and numbers
   - **Calculate** a new number using AutoSum Σ
   - **Calculate** a number using a formula
   - **Copy** numbers down a column using a Fill Down feature
   - **Format** values (adjust the appearance of numbers into dollars)
   - **Use** format functions that improve the look of the spreadsheet

Step by Step

1. **Introduce** spreadsheets by talking about a spreadsheet learners are familiar with, such as one that calculates a baseball player's batting average or other sports statistics. Tell students that together you will create a simple spreadsheet.

2. **Begin** from the ***At Ease*** screen. To open, **click** on the ***Microsoft Works*** icon. Then **click** on **Spreadsheet** and **click** on New.

3. **Explain** that they will analyze how much they spend on a weekly allowance for their children.

4. You will now create 4 columns (see example on the next page). Beginning with A1 and moving across, **type** the words ***Names, Children, Allow/Child*** and ***Total***

5. **In** Column A, have each learner **fill in** his or her own name.

6. In Column B, next to their names, ask learners to **fill in** number of children.

7. In Column C, learners should **enter** an amount of allowance (estimate if necessary). At this point just put in numbers, without dollar signs. You'll add that later.

8. Show how spreadsheets can calculate a new number using the ***AutoSum*** feature:
   - **Click** on the empty cell under numbers in column B. **Click** on the ***AutoSum*** icon Σ on the toolbar and **click** on enter box ❐. ✔ Then talk with learners about what happened.
9. Show how a spreadsheet can calculate a number using a formula:
   - Now, in **D2**, type the formula **=B2*C2**, and **click** on the enter box ☑.
   - **Highlight** column D, **Click** on **Edit** on menu and **drag** to **Fill Down**. Watch the column.

- **Compare** experience of using a spreadsheet vs. doing calculations on paper.

10. Show how to format values:
    - **Highlight** column C by **dragging** the cursor through it, **click** **Format** and **drag** to **Cell** under appearance, **click** on the currency example (**$1234.56**) and **click** **OK**.
    - Do the same for **Total** column

11. Show how to format functions to improve the look:
    - **Ask** learners to identify what about the menu and formatting tool bar is familiar from word processors
    - **Highlight** the column names and click on bold (**B**) and underline (U) buttons on the toolbar. Then **click** on **Format** on menu bar, **drag** to **alignment**, **center**.
    - **Highlight** the other cells and do the same thing: **click** on **Format** and **drag** to **alignment**, **center**.

The Finished Spreadsheet

	A	B	C	D
1	**Names**	**Children**	**Allow./Child**	**Total**
2	Awilda	2	$6.00	$12.00
3	Manny	3	$5.00	$15.00
4	Tahaiha	2	$8.00	$16.00
5	Ivan	1	$10.00	$10.00
6	Christine	4	$6.00	$24.00
7		12	**$35.00**	**$77.00**

BEST COPY AVAILABLE

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today about spreadsheets?
- Can you think of another way you could use the spreadsheet tool?
- What did you need more help with?
- What would you like to learn next?

Other Resources

Spreadsheets are all around us. Automobile advertisements, banking information, and health insurance information all show amounts in columns that reveal fluctuations in value. Ask learners to bring in samples from their lives and discuss.

lesson sixteen

using the scanner to add pictures to a text

family portraits

Your Lesson Goals

1. **Writing.** Learners will use a word processor to create a text.

2. **Technology.** Learners will:
   - **Scan** pictures using the ***One Scanner Dispatcher*** program
   - **Copy and paste** images into their word processing document

Step by Step

1. **Introduce** the activity. Learners are going to write about a family member and enhance the text by scanning in a snapshot of that person.

Writing

2. **Ask** each person to hold up a snapshot and introduce that family member to the group.

3. **Open** the ***Student Writing Center***: **click** on the icon on ***At Ease*** ; **Click** on Report.

4. **Give** learners time to write their first drafts. Save texts before proceeding to next step.

Software and Materials

- *One Scanner Dispatcher* program
- The Learning Company's *Student Writing Center*
- Family photographs

Time:

60 minutes

lesson sixteen

using the scanner to add pictures to a text

Scanning Images

5. **Demonstrate** how to use the scanner:
   - **Place** picture on glass face down.
   - **Go** to application icon and **drag down** to ***At Ease***.
   - **Click** on ***One Scanner Dispatcher*** icon to open.
   - In ***Dispatcher*** window, **click** on **Scan**.
   - **Change** resolution from 150 to 75 pixels; *preview the picture* before scanning
   - **Click** on **Scan**.
   - **Go** to **Image** on menu and **drag** to **Image Depth**, choose **Thousands of Colors**.
   - Also, if you scan a large picture, you need to decrease the size. Just **click** on **Image** on the menu bar and **drag** to **Resize**. Then **change** the Height to no more than 800.

Selecting and Copying Images

- **To select** for copying: **Go** to tool palette and **click** on the **selection box** (the box with the broken line) **Notice** that the cursor changes to a cross. Select your picture by **clicking** on a corner and **pulling** the **selection box** across the picture.
- To Copy image to ***Student Writing Center***: **Click** on **Edit** (on menu bar) and **drag** down to **Copy**.

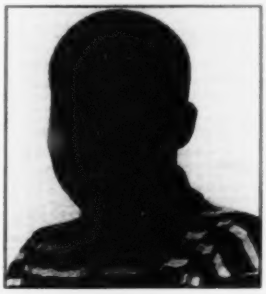
Pasting Image in Writing Center

6. **Bring** ***Student Writing Center*** back on the screen as follows:
   - **Go to** upper right-hand corner of menu bar, **click** on the application icon and **drag** down to ***Student Writing Center***. There's your document!

- Click Edit on menu bar and **drag down** to Paste.

7. **Print** at end and share texts.

Example of Student Writing



My daughter Nadine has one son. She is 30 years old. She and her son moved to New York 9 years ago. Her son is 13 years old.

From *Family Portraits*

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today?
- How did the photograph change the text?
- Can you think of other ways you can use the scanner?
- What did you need more help with?
- What would you like to learn next?

Links To Books and Other Resources

You can extend this lesson by reading the following books:

- *Speaking Out on Home and Family*
- *Childtimes: A Three Generation Memoir*
- *I Can't Wait for Summer* by Theresa Sanservino
- *Make Way for August* by Mamie Moore
- *Fatherhood* by Bill Cosby

lesson seventeen

making your own return address labels

using a database

Your Lesson Goals

This is a great lesson to use with beginning readers because it requires writing only names and addresses. Yet it involves learning how to use an information tool to make something everybody needs — return address labels.

1. **Writing.** Learners will know how to enter names and addresses on forms.

2. **Information.** Learners will understand how to read information in columns, such as phone directories and bus schedules.

3. **Technology.** Learners will learn how to:
    - **Create** a form for labels
    - **Enter** information on database.

Software

Microsoft Works 4.0

Time:

60 minutes

Step by Step

1. **Introduce** the lesson by talking about what information is included in a return address. Write the words ***Name, Street Address*** and ***City, State,*** and ***Zip Code*** on the newsprint pad for learners to use later. Tell learners they will be making return address labels.

2. **Begin** from the ***At Ease*** Screen. **Click** on the ***Microsoft Works*** icon. Then **click** on **Database** and **click** on **New**.

Create the Form for Database

3. A database window will appear to help you create your document. You must start by setting up fields. Fields are your category names (like name and street address) and will end up at the top of your database columns.
   - In the **Field Name** text box, **type** in the word ***Name*** and **click** **OK**.
   - The next field comes up automatically. **Type** ***Street Address*** in the text box and **click** **OK**.
   - Finally, **type** ***City State*** and ***Zip*** in the text box and **click** **OK**, then **click** **Done**.

4. Your database now appears, with the field names *and* a message box. The message asks you if you want to create a form that organizes the fields into mailing labels. You want it! **Click** **Yes**.

5. **Click** **Label** (make sure it highlights Avery 5160/5260) and **type** in ***Return Address*** in **Name** text box and **Click** **OK**. Avery produces self-stick labels.

To Create the Form for the Labels

6. A blank label will appear. Your students are now going to design their own labels Notice that ***Name*** is highlighted. **Click** **Insert Field** and watch the name appear on the label. Now **click** **New Line** to drop the cursor down to the next line, and do the same for ***Street Address*** and ***City State*** and ***Zip***. Then **click** **Done**.

7. You are in Design View because you just designed your label. But students still need to put their addresses on the database. So now, **click** on View on the menu and drag down to List View.

To Enter Information on Database

8. Begin entering information under the appropriate fields. Each record you create will have three fields: ***Name***; ***Street Address***; and ***City, State and Zip***. Notice that when you type a word under a field, it appears in the text box at the top of the screen. When you are done click on the enter box ☑. That drops your information into the space, or record.

9. You will want to end up with 15 records. Students can decide on how to enter the information.

10. If the field isn't wide enough to show all the information, you can easily widen it. When you position the cursor over a field border at the top, it changes into the symbol ↔, which means you can click and drag the border to change the width.

To Print the Mailing Labels

11. **Click** **View** menu and **drag** to **Data View**. Check your label for accuracy.

12. **Click** **File** menu and **drag** to **Print Preview**. **Click** on **Print**. **Click** the **Print** button.

Example of the Database in List View and on Label Form

List View

Name	Street Address	City, State and Zip Code
Mary Smith	123 Morris Street, Apt. 2C	Brooklyn, New York 11238
Mary Smith	123 Morris Street, Apt. 2C	Brooklyn, New York 11238
Mary Smith	123 Morris Street, Apt. 2C	Brooklyn, New York 11238

Labels

Mary Smith
123 Morris Street, Apt. 2C
Brooklyn, New York 11238

Mary Smith
123 Morris Street, Apt 2C
Brooklyn, New York 11238

Mary Smith
123 Morris Street, Apt. 2C
Brooklyn, New York 11238

End of Lesson Review

Discuss the experience by asking the following questions:

- What did you learn today about databases?
- Can you think of another way you could use the database tool?
- What did you need more help with?
- What would you like to learn next?

section

9 Resources

- organizations
- conferences
- books and periodicals
- a guide to evaluating software

> "The computer opened doors... the doubts I had of not learning are no longer there. I enjoy learning. It was beyond my farthest dreams."

BEST COPY AVAILABLE

resources

Organizations

Adult Literacy Resource Institute
http:// www2.wgbh.org/MBCWEIS/LTC/ALRI/LiteracyList.html

Center for Children and Technology
http://www.edc.org/CCT/

Community Technology Centers Network (CTCNet)
http://www.ctcnet.org

Eastern LINCS: Literacy Information & Communication System
http://hub1.worlded.org

International Society for Technology in Education
http://www.iste.org/

Literacy Assistance Center
http://www.lacnyc.org

National Center for Adult Literacy (NCAL)
http://www.ncal.literacy.upenn.edu

The National Institute for Literacy
http://www.nifl.gov

PBS LiteracyLink
http://www.pbs.org/literacy

Conferences

The National Education Computer Conference
http://www.neccsite.org/

The Florida Educational Technology conference
http://www.fetc.org

Technology, Reading and Learning Difficulties
Call Educational Computer Conferences, 1-888-594-1249

Books and Materials

Electronic Learning
http://www.wienerart.com/studio/portfolio/EL/elhome.html

International Society for Technology in Education
http://www.iste.org

Literacy Assistance Center
Surfing for Substance by Emily Hacker in collaboration with Maryann Capehart at **http://www.lacnyc.org**

A Guide to Evaluating Software

The *Evaluating Your Software* guide on the next page was designed to help software selectors think about important issues. The "CD-ROMs, the Internet and Information Literacy" section of the *Technology Toolkit* provides more detailed information about how to use the guide.

evaluating your software

A Guide for Evaluating Infotainment and Research Tools

Name of Software ________________ Publisher ____________________

How would you describe the software?

☐Infotainment ☐Encyclopedia ☐Virtual environment

☐Tour ☐Simulation ☐Game

Explore the software for at least 20 minutes. Then use the following questions as a guide for evaluating quality and usability.

1. Does it use multimedia to the fullest? ☐Yes ☐No

- What media formats are included?
  ☐Video ☐Audio ☐Graphics ☐Photos ☐Animation
- Does it use media effectively, so that you feel immersed in its world?
- Is the quality of the media good?
- Is it easy to find media on the main menu?

2. Is it easy for adult new readers to navigate and use? ☐Yes ☐No

- Is it easy to go back and forth?
- How easy is it to quit?
- If there are directions, are they audio or written?
- Is the menu easy to understand?

3. Is information presented in an engaging manner? ☐Yes ☐No

4. Is the quality of the interactivity high? ☐Yes ☐No

Check to see if it offers some of the following:

☐pop-up menus
☐object rotation
☐zoom buttons
☐magnifier
☐text boxes

5. Does it stimulate thinking and problem solving? ☐Yes ☐No

- Is there an emphasis on rote learning, memorization or filling in blanks?
- Does it encourage users to analyze, sort and evaluate information?

6. Is the format nonlinear? ☐Yes ☐No

7. Are there links between central presentations and useful information? ☐Yes ☐No

8. Would you buy it for your own use? ☐Yes ☐No

More to Think About

- How would you introduce this product to adult learners?
- How could this product support a lesson or project?
- What sorts of issues or ideas does it explore that would be useful to a lesson?
- What are the hardware requirements?

BEST COPY AVAILABLE

Brooklyn
Public
Library